

**Utah State Office of Education
Career and Technical Education Section**

**The Carl D. Perkins
Career and Technical Education Act of 2006**

**UTAH
STATE TRANSITION PLAN**

**Submitted for Approval of the
Department of Education
May 3, 2007**

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U. S. Department of Education
Office of Vocational and Adult Education

**The Carl D. Perkins
Career and Technical Education Act of 2006**

STATE PLAN COVER PAGE

State Name: UTAH

Eligible Agency Submitting Plan on Behalf of State:

UTAH STATE OFFICE OF EDUCATION

**Person at, or representing, the eligible agency responsible for answering
questions on this plan:**

Signature: _____

Name: MARVIN E. JOHNSON

Position: CTE COORDINATOR

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Type of State Plan Submission (check *one*):

☐ Six-year Full Plan – FY 2007 – FY 2013

☒ One-year Transition Plan – FY 2007-2008

Special Features of State Plan Submission (check all that apply):

☐ Unified - Secondary and Post-secondary

☐ Unified - Post-secondary Only

☒ Title I only (*All Title II funds have been consolidated under Title I*)

☐ Title I and Title II

EXECUTIVE SUMMARY

Purpose: The State Office of Education, as the eligible agency for Perkins, must submit a State plan to the U.S. Department of Education by May 7, 2007. The plan may be for a six-year period (FY 08-13), or a one-year transition plan (FY 08), followed by a five-year plan (FY 09-13). The Perkins Planning Executive Committee has determined it is in the best interest of the State to submit a one-year transition plan covering FY 08. However, while this is a one-year transition plan, it includes many elements of the six-year plan. Highlighted areas refer to those required for the transition year, while responses to other areas indicate the State's intent for the full six years of the Perkins authorization.

Major Goals and Objectives: The proposed plan emphasizes four areas that will result in more opportunities for students to obtain technical *and* academic skills, graduate from high school, advance to post-secondary education, complete post-secondary education, and enter into high-skill, high-wage, or high-demand occupations. The four areas of emphasis for this plan are:

- Developing and implementing CTE Programs of Study and Pathways.
- Improving the performance of all students, including increasing accountability of schools, districts, and institutions.
- Improving teacher quality
- Meeting needs of special populations.

CTE Programs of Study and Pathways: CTE Pathways will provide rigorous and focused instruction in both academic and technical subjects, preparing students to advance to post-secondary education. Students will be able to see and follow clear links from high school programs to college programs leading to two-year associates' degrees, one-year certificates, and other programs ending with industry-recognized credentials or state licensure. Tech Prep funds are consolidated with the basic grant in order to support the Pathways initiative.

Improving the Performance of All Students: The plan includes CTE participant and concentrator definitions and performance measurement definitions that are valid and reliable. Performance baselines will be determined from the most recent year (FY 06 or 07, depending on data availability). State performance targets will be negotiated with the Department of Education for each measure during April, and will be incorporated into this plan. The USOE will negotiate local targets for each measure with each local recipient during May to incorporate into the local plan. The State and locals will be held accountable for meeting measurement targets each year.

Improving Teacher Quality: The plan describes how the State will improve the quality of CTE teachers through professional development activities, and license and endorsement requirements. Statewide summer conferences for CTE instructors, a major initiative funded with Perkins, provides comprehensive professional development events that are high quality, sustained, intensive, and classroom-focused in order to have a lasting impact on instruction. Professional development will also help teachers improve student performance in order to meet State performance targets.

Meeting Needs of Special Populations: The plan describes CTE programs and initiatives that provide equal access; do not discriminate on the basis of race, religion, sex; and improve results for special population students on performance targets, transitioning to post-secondary education, and entering high-skill, high-wage, or high-demand occupations.

INTRODUCTION TO THE SIX-YEAR PLAN

Overall Purpose/Mission Statement for Perkins IV) in Utah

- Increase the number of CTE concentrators who:
 - Complete secondary CTE programs of study, and
 - Graduate from High School, and
 - Transition to post-secondary education, and
 - Continue on to complete a degree or certificate in post-secondary education, and
 - Enter into high-skill, high-wage, or high-demand occupations.

General Objectives and Strategies

- Develop and implement CTE Programs of Study and Pathways
 - Secondary CTE Programs of Study – Emphasis on offering CTE programs of study at all high schools.
 - Post-secondary CTE Majors (Programs of Study) – Emphasis on strengthening CTE programs at post-secondary institutions.
 - Secondary to Post-secondary Links
 - Articulation agreements
 - Integration of Secondary to Post-secondary learning
 - Career pathway maps
 - Improving information, tools, and resources to help students succeed, including helping them focus on and move through the CTE Pathways.
- Improving the performance of all students, including increasing accountability of schools, districts, and institutions
 - Providing support for programs for special populations that lead to high-skill, high-wage, or high-demand occupations.
- Improving Teacher Quality
 - Sound Professional Development
 - Expanding Teacher Improvement Programs
- Meeting Needs of Special Populations
 - Developing Programs that Meet Needs
 - Accessibility and Non-discrimination
 - Improving Results for Special Population Students
 - Meeting Performance Targets
 - Transitioning to Post-secondary
 - Placement in High-skill, High-wage, or High-demand Occupations

PART A: STATE PLAN NARRATIVE

I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION

A. Statutory Requirements

1. Public Hearings – Public Hearing Agendas, Locations, Dates, Times, Persons Attending. *Public hearings will be scheduled during the first year. Information will be covered in the Five-year Plan.*
2. Summary of Public Hearing recommendations and the eligible agency's response. *To be covered in Five-year Plan.*
3. Documentation of collaboration with stakeholders and the Governor *See Paragraph 4.*
4. Effective Activities and Procedures for Collaboration
 - I. *Executive Planning Committee. A committee including the State Director for CTE, Perkins Coordinator, Higher Education Liaison, Information Specialist, and State Tech Prep Coordinator is formed to perform the following functions:*
 - a. *Review Perkins legislation*
 - b. *Obtain information, interpretations, guidance from OVAE on the implementation of Perkins*
 - c. *Identify suggested overall mission and objectives for Perkins*
 - d. *Articulate issues for input and discussion relative to development of the Transition and Five-year Plans*
 - e. *Develop a framework for collaboration*
 - f. *Receive and review comments and input from interested parties*
 - g. *Develop state Transition Plan and Five-year Plan after consideration of all comments and input*

II. Framework for Collaboration

- a. *Identify representatives of each stakeholder group listed in Sec. 122(b)(1)(A)-(B).*
 - i. *Academic and CTE teachers, faculty, and administrators – Utah Association for Career and Technical Education (UACTE)*
 - ii. *Career guidance and academic counselors – Dawn Kay, State Coordinator Student Services & Comprehensive Guidance; Tom Sachse, State Specialist, Comprehensive Guidance; Pam Jacobsen, President, Utah School Counselors Association, (801) 402-3900; individual counselors contacted through counselors LISTSERV*
 - iii. *Eligible Recipients – Secondary and Post-secondary CTE Directors*
 - iv. *Charter authorizers and organizers – Marlies Burns State Charter School Director, Charter School Board members, Charter School CTE Contacts*
 - v. *Parents and Students – Marilyn Kofford, Utah Parent Teacher Association, (801) 372-1167, CTSO Student Officers (contacted through the state CTSO Advisors)*

- vi. *Institutions of Higher Education* – Gary Wixom, Perkins Higher Ed Liaison, Andrea Worthen, Post-secondary CTE Directors, Richard Kendell, Commissioner of Higher Education, through Workforce Council
 - vii. *State Tech Prep Coordinator and representatives of Tech Prep Consortia* – Dale Stephens, State Tech Prep Coordinator, Tech Prep Coordinators (each consortia)
 - viii. *State Workforce Investment Board* – State Workforce Council, Workforce, Education, Economic Development Alliance (WEEDA)
 - ix. *Interested Community members* – State Board of Education Members; Carmen Snow, Utah Public Education Coalition
 - x. *Representatives of Special Populations: Disabled* – Jennie Gibson, Utah Parent Center, (801) 272-1051; Susan Loving, USOE; *Econ* – Kathleen Johnson, DWS, (801) 526-9730; *Kraig Kelly*, Max Lang, USOE; *LEP* – Catalina Rosales, Centro de la Familia de Utah, (801) 521-447; *Nancy Giraldo*, USOE; *Non-Trad* – Karen Pool, Women in Technology, UVSC; *Richard Gomez*, USOE
 - xi. *Representatives of business and industry* – Members of Workforce Services Council; Randy Parker, Farm Bureau; Tom Bingham, Utah Manufacturers Association; Rich Nielson, Utah Technology Council
 - xii. *Representatives of labor organizations* – Members of Workforce Services Council; Juan Pelaez, Department of Labor
 - xiii. *Governor's Office* – Governor Huntsman, Christine Kearl, Governor's Education Secretary
- b. *Publish a notice of the Perkins Reauthorization (Carl D. Perkins Career & Technical Education Improvement Act of 2006), inviting input, and send to representatives of each stakeholder group. Include instructions on how to provide input.*
- c. *Schedule collaboration and input forums.*
- i. *CTE Directors Meetings and Focus Groups (iii, vi, vii) – Sep 06, Nov 06, Feb 07, Mar 07*
 - ii. *Post-secondary CTE Directors Definitions and Measurements Dec 5, 06, Feb 1, 07 (vi)*
 - iii. *Secondary Consortium Meetings (ii) – Aug 06, Oct 06, Dec 06, Jan 07*
 - iv. *Tech Prep Quarterly Meeting (vii) – Jan 16, 07, Apr 17, 07*
 - v. *State CTE Specialists – Monthly*
 - vi. *UACTE Winter Conference (i) – Feb 07*
 - vii. *CTE Summer Conferences (I, ii) – Jun 07*
 - viii. *WEEDA or DWS Staff Meetings (viii, x) – Dec 20, 06 (HW, HS, HD discussion)*
 - ix. *State Workforce Investment Board (viii, xi, xii) – Apr 2007*
 - x. *State Charter School Board Meeting (iv)*
 - xi. *LISTSERV or e-mail requests for comment (i, ii, v, viii, ix, x, xi, xii)*
 - xii. *Regional Public Hearings (also EDNET?)*
5. *Documentation of consultation and collaboration with USHE (the State agency responsible for supervision of community colleges, technical institutes, or other*

two-year post-secondary institutions primarily engaged in providing post-secondary career and technical education), and the USOE (the State agency responsible for secondary education). Include response to any objections.

This plan has been developed after consultation with Gary Wixom, Assistant Commissioner for Career and Technical Education, and Mary Shumway, Director for Career and Technical Education, Utah State Office of Education. Dr. Wixom serves as a member of the Executive Planning Committee for Perkins, as a facilitator for focus group discussions, as co-convener of statewide CTE Director meetings, and as the Higher Education Liaison for development and implementation of Perkins in Utah. Ms. Shumway serves as State Director for CTE, is responsible for secondary CTE programs, convening local CTE Directors for statewide meetings, and is the person designated by the Eligible Agency as responsible to receive and administer Perkins funds for Utah.

<i>Objections</i>	<i>Response</i>
<i>None</i>	

II. PROGRAM ADMINISTRATION

A. Statutory Requirements

- 1. This is a Transition plan for the first year of operation of programs under the act. Sections required for the Transition Plan are highlighted; responses to other sections represent the state's intent, but may be updated in the 5-year plan.*

- 2. (a) CTE programs of study adopted by secondary LEAs and Post-secondary institutions, and (b) how they will be developed and implemented in consultation with LEAs and PS institutions*

Utah uses comprehensive high schools and post-secondary institutions offering 2 year diplomas, 1-year certificates, and industry-recognized credentials to provide Career and Technical Education (CTE) that is integrated with rigorous academic courses. Perkins IV will support a major initiative in Utah to develop and implement Programs of Study or CTE Pathways. Students interested in CTE will be encouraged to concentrate in CTE Programs of Study. CTE Programs of Study are State-recognized coherent groupings of courses within CTE Areas of Study at the secondary or post-secondary level that provide individuals with (1) rigorous content aligned with challenging academic standards, (2) relevant technical knowledge, and (3) skills needed to prepare for further education and careers in current or emerging professions. By concentrating in CTE Programs of Study students will attain in-depth understanding of all aspects of industry relative to specific career pathways.

At the high school level the State is developing 62 programs of study, each consisting of coherent groupings of courses preparing students for further education at the post-secondary level and entry into high-skill, high-wage, or high-demand occupations. These are being developed by state specialists in conjunction with teacher committees, with input from district CTE directors. Courses within the programs of study use state-approved curricula, follow

state-approved standards, and are assessed using standard skill tests. Each program of study identifies the required and elective courses needed for concentration and completion of the program. The table Secondary CTE Programs of Study lists 62 CTE programs of study within the eight CTE Areas that are currently recognized by the state for secondary schools.

Secondary CTE Programs of Study

<p><u>Agricultural Education</u> > Agricultural Systems Technology > Horticulture Science & Management > Natural Resources Science & Management > Production/Processing Animal Science > Production/Processing Plant & Soil Science > Production/Processing Science & Management</p> <p><u>Business Education</u> > Accounting & Finance > Business Administrative Support > Business Entrepreneurship > Business Management > Business Technology Support</p> <p><u>Family & Consumer Sciences Education</u> > Child Development > Consumer Economics Services > Family & Human Services > Fashion Design, Manufacturing & Merchandising > Food Science, Dietetics & Nutrition > Food Service & Culinary Arts > Hospitality Services > Interior Design</p> <p><u>Health Science & Technology Education</u> > American Sign Language Biotech Research & Development > Biotechnology > Pharmacy Technician Health Informatics > Medical Office Administrative Assistant</p>	<p><u>Health Science (Cont)</u> Therapeutic Services > Dental Assistant > Emergency Medical Technician (EMT) > Exercise Science/Sports Medicine > Medical Assistant > Nurse Assistant > Optical Technician > Surgical Technician</p> <p><u>Information Technology Education</u> Information Support & Services > Database Development & Administration > Technical Support Interactive Media > Digital Media (Multimedia) > Web Development & Administration > Network Systems > Programming/Software Development</p> <p><u>Marketing Education</u> > Hospitality & Tourism > Marketing Entrepreneurship > Marketing Management > Sales & Service Marketing</p> <p><u>Technology & Engineering Education</u> > Pre-Engineering (Utah Pre-Engineering Program) > Project Lead the Way (National Pre-Engineering Program)</p>	<p><u>Trade & Technical Education</u> Building Trades > Carpentry > Electrician > HVAC > Plumbing Communication > Television Broadcasting Technician Mechanics & Repairs > Automotive Collision Repair > Automotive Service Technician > Electronics > Heavy Duty Diesel Precision Production Trades > Cabinetmaking/Millwork > Drafting/CAD > Graphics/Printing > Machine Tool > Welding Personal Service > Cosmetology/Barbering Protective Service > Firefighting > Law Enforcement Transportation & Material Moving > Commercial Aviation Visual Arts > Commercial Art > Commercial Photography</p>
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Each program of study will be an integral part of a CTE Pathway mapped from grades 7-12, and then on to post-secondary majors and technical programs, and high-wage, high-skill, high-demand occupations.

Post-secondary CTE programs of study will be recommended by the local institution and meet the requirements adopted by the state. The state-approved list will include programs from the Utah System of Higher Education (USHE)-approved Perkins CIP Code list and be cross-walked to the state-approved pathways and the national clusters.

These CTE programs of study will be divided into the following categories:

1. two-year AAS degrees
2. two-year AS degrees
3. one-year certificates
4. Short-term programs ending in an industry certification/state license

A list of approved CTE programs of study will be kept and maintained by the USHE.

A high school-to-college-to-career pathway map shows suggested academic courses to be taken from grades 7-12 for each CTE program of study. These pathways are also linked to specific college programs available within a geographical region of the state. The figure below shows a sample of the Marketing Management program and the pathway through middle school and high school. The specific course sequence for CTE is shown in the shaded area. Recommended core academic courses supporting this pathway are shown in the high school suggested education plan.

High School to College to Career Pathway

Area of Study: Marketing Education



Pathway: Marketing Management

Middle School				High School Suggested Education Plan				College & Careers
7 th Grade	8 th Grade	State Requirements		9 th Grade Suggested	10 th Grade Suggested	11 th Grade Suggested	12 th Grade Suggested	Beyond High School
Language Arts 7 1.00	Language Arts 8 1.00	2.00	Language Arts 3.00	Language Arts 9 1.00	Language Arts 10 1.00	Language Arts 11 1.00	(1 additional credit – class of 2011)	There are a number of options for education and training beyond high school, depending on your career goals. ➢ Certificate ➢ Associate degree ➢ Bachelor degree ➢ Professional degree ➢ On-the-job training ➢ Apprenticeship ➢ Military training
Pre-Algebra 1.00	Elm. Algebra or Applied Math 1.00	2.00	Math 2.00	Geometry or Applied Math II 1.00	Intermediate Algebra 1.00	(1 additional credit – class of 2011)		
Science .50	Science 1.00	1.50	Science 2.00	Earth Systems 1.00	Biological Science 1.00	(1 additional credit – class of 2011)		
Utah Studies .50	U.S. History I 1.00	1.50	Social Studies 2.5	World Civilizations .50	Geography for Life .50	U.S. History II 1.00	U.S. Government and Citizenship .50	
P.E. 1.00	Health .50	1.50	P.E./Health 2.00	Participation Skills and Fitness 1.00	Health Education .50		Lifetime Activities or Sport .50	
The Arts .50	The Arts .50	1.00	Fine Arts 1.50	Fine Arts Courses 1.50		Financial Literacy .50		
			Financial Literacy .50	Computer Technology .50				
			Computer Tech. .50					
CTE 7 th 1.00		1.00	Career and Technical Education 1.00					
Workforce Trends Advertising, marketing, promotions, public relations, and sales manager jobs are highly coveted and will be sought by other managers or highly experienced professionals, resulting in keen competition. College graduates with related experience, a high level of creativity, and strong communication skills should have the best job opportunities. In particular, employers will seek those who have the computer skills to conduct advertising, marketing, promotions, public relations, and sales activities on the Internet.		Core Curriculum and elective requirements may vary district to district. Check with your school counselor. Concurrent enrollment course offerings vary by school and district.		Career and Technical Education Recommended Pathway Courses (Students may select individual courses for exploration, or complete pathway for an in-depth focus.) CLASS AVAILABILITY MAY VARY AT YOUR HIGH SCHOOL				Sample Occupations ➢ Advertising Account Executive ➢ Advertising Production Manager ➢ Brand Manager ➢ Marketing Manager ➢ Market Research Analyst ➢ Promotions Manager ➢ Public Relations Account Executive For more information on salary projections, labor market demand, and training options, visit www.careers.utah.gov
Get the Facts According to the U.S. Department of Labor, advertising, marketing, promotions, public relations, and sales managers held about 646,000 jobs in 2004.		Many Utah post-secondary programs accept high school courses toward a two- or four-year degree through concurrent enrollment. Check regional Articulation Maps for details.						

Note For more information talk to your school counselor.

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A second page shows specific links from the high school courses to a selected college program available in the geographical region. The example shows the pathway from a marketing education program at a high school in the Wasatch Front region to the Marketing Management two-year Associate of Applied Science degree at Salt Lake Community College. Similar maps would be developed for each program of study at every high school where the program is offered. We envision that these maps would include information on which courses are offered as concurrent credit, and how the programs are articulated or linked between the high school and the college. Pathway information will enable students to understand both secondary and post-secondary course requirements for the programs.

High School to College Articulation Map

Area of Study: Marketing Education

Pathway: Marketing Management

National Career Cluster: Bus. Mang. And Admin. Also Mkt. Sales and Service

Region: Wasatch Front School: _____ Contact person: _____ e-mail: _____	District: _____ Ph.#: _____ Date: _____	College / Institution: SLCC Articulation Agreement in place? Yes * No Name of Degree or Certificate: Marketing Management Associate of Applied Science Degree (67 hr. required)
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High School				College		
Course # CIP	High School Suggested Courses	H.S. Credit	College Credits	Course #	College General Education Requirements	Credits
	ENGL 1010	1	3	ENGL 1010	Introduction to writing	3
	FIN 1380	.5	3	FIN 1380	Financial math	3
52.0511	Business communications 1	.50	3	BUS 2209	Business communication	3
08.0710	Customer Service *	.5	2	CST 1010	Customer Service Technology	2
	Choose from 2 areas listed on the right	2	6		Choose from 2 areas: Biol Sci, Fine Arts, Humanities, Interdis, Phys Sci, Soc Sci	6
	Intermediate Algebra (math 1010)	1				
	Other req. courses: Keyboarding, Retailing, Sports Marketing, Fashion Merchandising					
	Total (Gen Ed) and other credits	6	17		College Total Credits	17

Course #	High School Program Of Study Courses (min. 3 credits Required)	H.S. Credit	College Credits	Course #	College Major Course Requirements	Credits
CIP #	52100, 0810000, 110000, 210000					
08.0707	Marketing, introduction (7-9)	.50				
52.0511	Business communications 1*	.50			See above (in Gen.Ed.)	
52.0521	Business communications 11	.50				
52.0311	Business math	.50				
52.0417	Computertechology	.50				
52.0461	Word processing basickeyboarding	.50				
	<i>Marketing Courses (11 credits required)</i>	<i>Credits</i>				
52.0211	Business management *	.50				
08.0708	Marketing advanced *	.50	3	MKTG 1030	Intro to marketing	3
	<i>Accounting Courses (min. 2 credits required)</i>	<i>Credits</i>				
52.0312	Accounting 1	.50				
52.0312	Accounting 11	.50				

52.0813	Banking and finance	.50					
52.0441	Business law	.50					
52.0254	Business web page design	.50					
08.0802	e-commerce	.50					
08.0601	Economics	.50					
52.0419	Electronic spreadsheets /databases	.50					
08.0301	Entrepreneurship *	.50					
08.0211	Leadership principals *	.50	3	BUS 1900	Leadership management (elective)	3	
08.0903	Sports marketing *	.50					
52.0199	Student internship (CWOs)	.50					
				MKTG 2000	COOP (elective)	(1-3)	
				ACCT 2010	Survey of financial accounting	3	
				BUS 1050	Foundations of business	3	
				ECON 2020	Macroeconomics	3	
				LOG 1010	Distribution systems	3	
				MGT 2050	Legal environment of business	3	
				MKTG 1050	Consumerism	3	
				MKTG 1300	Business presentations	2	
				MKTG 1480	Sales	3	
				MKTG 2100	Marketing information management	3	
				MKTG 2120	Product and pricing strategies	3	
				MKTG 2400	International marketing	3	
				MKTG 2500	Principles of marketing	3	
				MKTG 2810	e-Commerce design/implement	3	
	Additional Articulated Classes Below						
08.9904	Promotion (MKTG 1070)*	.50	3	MKTG 1070	Promotion	3	
08.0705	Retailmanagement *	.50	3	MKTG 1090	Retailmanagement (or MKTG 2360)	3	
Total High School Program Of Study Credits			12	Total Major Course Credits Required			50
TOTAL Potential (college) Credits Earned In High School			29	TOTAL Credits Required for Degree or Certificate			67

Note: This is a regional agreement. Some classes and some concurrent enrollment agreements may not be available in your particular high school. See your individual school for specific program offering. Note: * = concurrent ^ = distant
update 10-13-06

Regional pathway coordinators will be funded with Perkins to help implement this throughout the state. They will work with CTE directors of eligible recipients in developing links, articulation agreements, and concurrent enrollment; and providing professional development and technical assistance to teachers, counselors, and administrators in the development and implementation of the CTE Pathways initiative. See paragraph 2(k) on linking secondary and

post-secondary programs for more information on implementing the CTE Pathways initiative at the regional level.

Students interested in CTE careers will be encouraged to focus in one of the 62 programs to prepare for high school graduation as well as advanced post-secondary training and employment in high-skill, high-wage, high-demand occupations.

How participation in State Recognized CTE programs of study helps eligible recipients meet requirements of Section 134 (b) (3) (B-D)

(B) Eligible recipients who adopt CTE programs of study will be able to improve the academic and technical skills of students participating in Career and Technical Education programs. The CTE programs of study incorporate academic and technical components and ensure learning in Career and Technical Education subjects as well as the core academic subjects. They are linked to post-secondary CTE degree and training programs. Information on programs of study is provided to students, parents, counselors, and other relevant stakeholders through training, varied media outlets, and individual meetings. Through the Student Education Occupation Plan (SEOP) process students, parents, and counselors meet to determine the most appropriate CTE program of study for the student, and the best pathway to post-secondary education and high-skill, high-wage, or high-demand occupations.

(C) CTE programs of study include relevant sequences of courses providing students with strong experience in and understanding of all aspects of an industry. Students have the opportunity to participate in industry-related activities that enhance their experience. Work-based learning experiences, earning industry recognized skill certifications, and participating in student leadership organizations (CTSOs) reinforce students' preparation and understanding of an industry.

(D) Students who participate in CTE programs of study are taught the same coherent and rigorous content, aligned with challenging academic standards, as is taught to all other students.

(c) How we will support eligible recipients in developing and implementing articulation agreements between secondary education and post-secondary education institutions;

The state will fund a Regional Pathway Coordination Initiative from the Reserve category enabling each region to fund a pathways coordinator and activities to support development and implementation of CTE Programs of Study and Pathways in the region. See paragraph 2(k) for more information on this initiative.

Eligible recipients will receive specific training in regional quarterly meetings. Also, technical assistance and on-site visits will be made by the state specialists to ensure agreements are in place and see that they meet state and federal requirements. The state has developed a template for each of the regions to use when they develop an articulation agreement. Each region is asked to keep the signed agreements on file for review. The high school-to-college-to-career pathway will be put on the state website for all to use. Furthermore, the state will provide

specific one-on-one technical assistance to each region as needed. This may include meeting with secondary and post-secondary institutions, as well as meeting with the Pathways coordinators in each region. The regional Pathways coordinator (see paragraph 2(k)) will work closely with the state specialists to ensure the articulation agreements will be developed within the state and federal guidelines. We also have a State Executive Committee, made up of state leaders in the secondary and post-secondary areas, that can encourage the development of articulation agreements. A Regional Pathway Implementation Plan will be developed within each region describing how the region and eligible recipient within the region will be implementing CTE Pathways articulation agreements. The State Executive Committee will review the results at the end of each year.

(d) How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients;

Much of this information will be made available through eligible recipient CTE directors, who serve as the contact point for receiving information and training from the state. They, in turn, assure the information and training is provided to teachers, counselors, administrators as needed. The state will also provide funding for regional professional development activities. As a result of regional training, CTE conference sessions, and help from Pathways coordinators, teachers and other educators involved with programs at the secondary level will have the resources they need to provide information about the programs of study they offer. Already there are publications about the statewide Pathways initiative that are being adapted to reflect more specific regional efforts. The state has encouraged such efforts through posting electronic copies of publications (handouts, marketing brochures, presentations, etc.) to the utahcte.org website.

The most ambitious project underway will assure broad dissemination of information about the programs of study via the state's Career Information Delivery System (CIDS). Work has already begun on the development of the CTE Pathways database. This relational database will reflect the 62 statewide pathways, including the academic and CTE courses that have been defined to help students achieve high school graduation and transition to college and careers. Further, all of the regional post-secondary pathway maps (i.e., programs of study) will be effectively linked to facilitate an efficient search-and-sort process to deliver information specific to the user's needs. The database will be accessible to regions, districts, and specific schools so their resident programs can be marketed to their own students and even to students beyond their borders. The database will provide the content to help drive the guidance process currently being designed for the state's CIDS. Students will be able to search both secondary and post-secondary programs of study as a function of their interest in a particular occupation, a particular school, a college major, an industry, a national career cluster, or a myriad of other connections already searchable in the CIDS. Teachers can further customize their own course listings to attract potential students to their particular programs. Students will be guided in the process of making course selections that are consistent with their chosen pathway(s), and – supported by the CIDS personal planning portfolio feature – students will have a record of their decision-making process and the resulting secondary-post-secondary education and training plans.

(e) The secondary and post-secondary career and technical education programs to be carried out, including programs that will be carried out by you, to develop,

improve, and expand access to appropriate technology in career and technical education programs;

CTE programs to be carried out will be accomplished primarily through implementation of CTE Pathways, described in paragraph 2(a) above. Approved programs of study will be of sufficient size, scope, and quality to provide basic and specific CTE skills for students to enter the job market or transition to post-secondary education. Post-secondary programs of study will build on the pathways identified and available at Utah secondary schools. Programs will be implemented at all levels to ensure access for students who express an interest. Efforts will be made to increase the access of students who are in the special population categories and nontraditional fields.

(f) The criteria we will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will—

- i. Promote continuous improvement in academic achievement;
- ii. Promote continuous improvement of technical skill attainment; and
- iii. Identify and address current or emerging occupational opportunities;

Each eligible recipient will submit a local plan in response to the Local Plan Guide. The state will receive local plans and review them to assure all local plan content items are addressed and that the approaches identified to meet the core indicators and performance measures are adequate.

Approval Criteria. The plan:

- *Provides a clear response to each question in the Local Plan Guide.*
- *Describes a coherent plan for implementation of Perkins within the LEA or institution.*
- *Meets size, scope, and quality requirements.*
- *Has local targets negotiated with the state for each measure.*
- *Includes clear descriptions of continuous performance improvement strategies for all required measures.*
- *Describes how funds will be made available to address performance strategies.*

Follow up assistance will be provided with each eligible recipient who submits an application that is insufficient in addressing plan content items, or accountability issues.

(g) How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;

Overview: Utah's Career and Technical Education (CTE) programs are designed to help students explore their interests and career possibilities and prepare for post-secondary education and careers. CTE programs help prepare all students for graduation and post-secondary training or the workforce. The secondary programs allow students to obtain industry certification, concurrent college credit, internships, leadership, and cooperative work experiences while in high school. The Perkins IV CTE Pathways initiative described in paragraph 2(a) describes how CTE Programs of Study and Pathways tie into the overall secondary curriculum and preparation of all students for post-secondary opportunities.

Utah's Career and Technical Education model includes a progression of career exploration, planning, and preparation:

- *Introduction to CTE – All Utah 7th grade students are required to take the “CTE Introduction” course, which provides career exploration in the CTE Areas of Study and Pathways.*
- *Career Awareness and Exploration – Understanding the relationship between work and learning. (Grades 7–8)*
- *Career Planning and Workplace Readiness – Comprehending the relationship between educational achievement and career planning. (Grades 9–10)*
- *Career Preparation and Work-Site Learning – Understanding how work relates to the needs and functions of the economy and society. Classroom learning is connected with work. (Grades 11–12)*
- *Advanced Career Preparation/Specialization – Having the skills to make an effective transition to work, to further education or training, and to continue life-long learning. (Grades 13+)*

Standards-Based/Skill Certificate Program: As students participate in CTE at the secondary level, they complete CTE courses that integrate academic and CTE content. Students gain real-world, job-related skills providing relevance to academic learning through CTE activities. Utah's CTE courses are standards-based and include technical skill assessments at the end of most courses. This helps assure adherence to rigorous curriculum standards and relevant student skill attainment.

Articulation: High school CTE courses are organized into coherent programs of study, or CTE Pathways. The implementation of these pathways, including links to post-secondary programs is a major initiative for Perkins IV (see question II A 2[a, k]). Through CTE Pathways, students will be able to transition from high school to college without repeating work, and with college credits that will be applied to the college certification or degree.

Providing All Students with a Rigorous Curriculum: Through integration and professional development, CTE programs are helping students obtain greater skill in math, science, and language arts, as well as technical skills. In August of 2006, the Utah State Board of Education increased academic requirements in math, language arts, and science. The goal of the State Board is to increase the academic rigor of high school in order to prepare all students to meet their academic and career potential for life after high school. The new requirements recognize some CTE courses for math, language arts, and science credit.

Comprehensive Counseling and Guidance: One of Utah's major foundations for preparing secondary students for high school graduation and beyond is the comprehensive counseling and guidance program. While this is primarily funded through State funds, Perkins will have assist through the CTE Pathways initiative. Comprehensive counseling and guidance includes a Career Information System and the student education occupation planning (SEOP) process, through which students learn about interests, careers, and pathway options.

Assisting Special Populations to Graduate from High School: Keeping students in school requires collaborative strategies and programs. Perkins will support school district CTE

programs to implement several strategies that are proven to help students stay in school. These include tutoring, mentoring, alternative programs, academies and small learning communities, internships and job shadowing opportunities, and individualized instruction where appropriate.

- (h) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in post-secondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;

This question is covered in paragraph 2(a) and 2(g).

- (i) How funds will be used to improve or develop new career and technical education courses—

- i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;
- ii. At the post-secondary level that are relevant and challenging; and
- iii. That lead to employment in high-skill, high-wage, or high-demand occupations;

State secondary CTE Curriculum Specialists will work with program advisory committees to develop new courses and improve existing courses. These committees will include representation from secondary education, post-secondary education, and community partners. All state-approved CTE courses will contain rigorous and challenging academic and content curriculum standards that will prepare student for and link to post-secondary education. Where possible, these courses will provide students with the opportunity for concurrent enrollment with post-secondary institutions.

Post-secondary CTE course development or improvement and approval will follow existing Utah System of Higher Education policies and procedures. Institutional staff and program advisory committees will provide input and direction to the development of rigorous and challenging academic and skill achievement courses that prepare students for high-skill, high-wage, or high-demand occupations.

CTE courses make up the State-approved programs of study as coherent, rigorous sequences or groupings of courses. The programs of study focus on student academic achievement and degree or skill certification attainment, and lead to employment in high-skill, high-wage, or high-demand occupations.

- (j) How we will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement;

No Tech Prep grants will be funded under this plan. However, the State of Utah will use a variety of initiatives to facilitate and coordinate communication to the recipients of best practices, including print materials, the CTE Website, statewide trainings, and on-site visits. Some examples of current communication strategies follow.

- *Distribution of CTE Pathways Professional Guide booklet to teachers, counselors, directors, etc. (in coordination with regional trainings and summer conferences)*

- *Distribution of Pathways tri-fold brochure (In coordination with regional and district trainings)*
- *CTE Pathways available to view and print from CHOICES*
- *CTE Pathways available to view and print from USOE/CTE Web site*
- *Regional quarterly meetings with all stakeholders*
- *Fall statewide and spring regional on-site visits by Perkins specialist*
- *Pathways regional trainings for directors, school counselors and CTE Pathway Coordinators*
- *Directors to coordinate Pathways trainings for their district*
- *Pathways used in SEOP discussion with student and parents*

(k) How funds will be used effectively to link academic and career and technical education at the secondary level and at the post-secondary level in a manner that increases student academic and career and technical achievement; and

The State will fund a regional pathway initiative from Formula Reserve and State Leadership funds. Approximately one-third of the funds allocated in prior years to Tech Prep will be set aside into Formula Reserve. These funds will be allocated to eligible recipients meeting the criteria for use of reserve funds. The recipients receiving these funds will assume responsibility for coordinating CTE Pathways implementation for a specified CTE planning region (including all secondary LEAs and post-secondary institutions within a geographical area). Reserve funds will be used to support a Pathways Coordinator for each region. Additional funds will be allocated to these same recipients from State Leadership funds to support regional professional development activities aimed at implementing the Statewide CTE Pathways initiative for a specified region. Activities will include the following:

- *Coordinating CTE Pathways initiative at the regional level*
- *Implementing and strengthening CTE Programs of Study at all high schools and post-secondary institutions*
 - *Encouraging high schools and colleges to offer CTE Programs of Study*
 - *Providing technical assistance*
 - *Linking HS to college Programs of Study*
- *Developing and implementing regional articulation agreements*
 - *Converting 2+2 articulation agreements to regional pathway articulation agreements*
 - *Applying regional agreements to individual high schools and colleges*
 - *Eliminating duplicate CTE course requirements between secondary and post-secondary*
 - *Arranging concurrent enrollment opportunities*
 - *Developing new regional/district pathway maps and articulation agreements.*
- *Developing marketing and training materials that help students and parents understand how to benefit from CTE Pathways*
- *Training and providing technical assistance to high school and post-secondary counselors, teachers, and administrators*
- *Representing the Statewide CTE Pathways initiative*
 - *Participating in quarterly meetings*
 - *Other statewide pathway meetings*
 - *Preparing and submitting required accountability reports*

Building on the national clusters and state pathways of study, USHE institutions will work with secondary partners in identifying and publishing career pathway maps. These pathway maps will provide students with specific information that will enable them to plan secondary courses leading to post-secondary certificates and degrees. Concurrent enrollment (dual enrollment) will be emphasized. Tools such as the Utah Majors Guide and electronic course planning tools will be available to students.

(l) How we will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec. 122(c)(1)(A)-(L)]

CTE Programs of Study and Pathways align CTE content with challenging academic courses. Secondary students who concentrate in these programs will be assessed on both technical and academic skill attainment. Post-secondary concentrators will be assessed on technical skills and attainment of certificates, degrees, and industry credentials. Performance results will be analyzed to determine the effect of integration and alignment. We plan to evaluate results as students move through the system over the six-year plan.

3. How comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided.

The state conducts annual CTE Summer Professional Development. This includes high quality, sustained, intensive, and focused professional development event, with over 2,200 teachers and administrators attending multi-day events. Sessions are planned by State CTE Program Specialists who collaborate with CTE teachers and CTE directors. Teachers are given new industry skill information, new curriculum ideas, and the latest research information in their program areas, and have opportunities to share ideas with other teachers and colleagues.

Perkins leadership funds will be used to provide comprehensive professional development for CTE, academic, guidance, and administrative personnel. Each State CTE Program Specialist prioritizes needs within a program area. They review results of program evaluations to identify needs in curriculum areas and teacher professional development. Funds are appropriated according to identified needs by the specialists. In developing professional development, the state specialists work with industry and advisory groups to identify priorities and strategies to meet identified needs. Activities include working with business and industry to identify critical industries and the competencies needed for these occupations, developing course and program competencies and curricula, and conducting teacher training to help teachers keep current.

New Teacher Academy: The New Teacher Academy is a professional development program that provides continuing education opportunities and support for provisionally certified CTE teachers. The program aids in retention and professional development by providing essential teaching skills to individuals with content expertise but limited pedagogical knowledge. Further, the program supports new CTE teachers by reducing stress, promoting the sharing of resources, and helping to form a common bond of expectations, acceptance, and understanding among this population of teachers.

A portion of the leadership and development funding is targeted to support the state pathway initiative within eight CTE planning regions. This is a statewide initiative that will promote integration of coherent and rigorous academic content standards and career and technical

education curricula, through implementation of CTE Programs of Study and CTE Pathways (see paragraph 2(k) for more information on this professional development activity).

Local recipients' administrators are trained on a regular basis through bi-monthly statewide CTE Directors' meetings. An Executive Committee consisting of representatives from secondary, post-secondary, applied technology centers, and the State Office of Education determine professional development needs of this group and provide one to two days of training six times per year.

4. Efforts that your agency and eligible recipients will make to improve—

- (a) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and

All new teachers are required to participate in the Entry Years Enhancement (EYE) program. This is a structured support and enhancement program for Level 1 (beginning) teachers. EYE provides the novice teacher with school, district, and state support for a three-year period. The goal of EYE is to encourage Level 1 teachers to develop effective teaching skills and strategies as described in the Utah Professional Teacher Standards (UPTS), with assistance from experienced colleagues.

In addition, all new CTE teachers are encouraged to participate in the Utah CTE New Teacher Academy described in paragraph 3. The New Teacher Academy is a professional development program that provides continuing education opportunities and support for provisionally certified CTE teachers. The program aids in retention and professional development by providing essential teaching skills to individuals with content expertise, but limited pedagogical knowledge. Further, the program supports new CTE teachers by reducing stress, promoting the sharing of resources, and helping to form a common bond of expectations, acceptance, and understanding among this population of teachers.

- (b) the transition to teaching from business and industry, including small business. [Sec. 122(c)(3)(A)-(B)]

Experts in business and industry are encouraged to transition to teaching through the Career and Technical Education Alternative Preparation Program (CTE/APP). The CTE/APP is an alternative licensure route for the experienced professional. Individuals with a combination of work experience and education may qualify for the licensure route. Minimum requirements include: (1) Documented evidence of six (6) years of full-time occupation work experience directly related to the licensing area; OR (2) Documented evidence of a bachelor's degree and two (2) years of full-time related work experience; OR (3) Documented evidence of an associate's degree and four (4) years of full-time related work experience.

5. Efforts that your agency and eligible recipients will make to improve the transition of subbaccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Sec. 122(c)(4)]

An emphasis will be placed on building programs that are "two plus two plus two" in nature. Many associate's degrees in the USHE system provide a seamless path between two CTE programs and four-year baccalaureate programs. A review of these programs will be

conducted, and newly approved CTE programs will be required to show how these connections will be implemented.

6. How we will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in your State. [Sec. 122(c)(5)]

Parents: Marilyn Kofford, a representative of the Utah Parent Teacher Association, has agreed to review plan goals, objectives, and proposals and provide input and suggestions into the development of the State Perkins Plan.

Teachers, Administrators, Faculty: Presentations on Perkins State Plan proposals were made at the annual Utah Association for Career Technical Education (UACTE) conference. Participants are involved in discussions, and question and answer, and provide written input when desired. Annual professional development activities are held for teachers, administrators, and faculty. In addition, teachers are involved in many curriculum and skill assessment development projects for the state.

CTE Administrators: The state conducts bi-monthly statewide CTE Directors' meetings for CTE Directors of all eligible recipients. Monthly meetings are held with a consortium representing the nine CTE regions. These meetings are used to present information on CTE programs and initiatives, including Perkins IV, State Plan proposals, and the Local Plan Guide. Participants are actively involved in providing input and suggestions, participating in focus group discussions, reacting to proposals, and otherwise assisting in the development and implementation of CTE programs, including the Perkins State Plan. In addition, numerous meetings are held to obtain input on measurement definitions, data quality, funding formulas, CTE courses and Pathways, and many other CTE initiatives and programs.

Career Guidance and Academic Counselors: Guidance and academic counselors are involved in annual professional development activities and regional meetings regarding implementation of CTE Pathways and other programs.

Local Businesses and Labor Organizations: Members of State and Local Workforce Services Councils and Juan Pelaez, Department of Labor are invited to respond to proposals and make comments and suggestions as desired. Also, program advisory committees are used extensively to provide input, evaluate, and support CTE programs at both secondary high schools and post-secondary institutions. One of the program evaluation standards requires use of advisory committees (Standard 7 – The program utilizes an advisory committee. Functions of the advisory committee may include annual program evaluation, long-range planning, marketing, suggestions, and recommendations).

7. Efforts that your agency and eligible recipients will make to—

- (a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in--

- i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and
- ii. Career and technical education subjects;

Efforts to integrate academic and CTE curricula have been major goals for Perkins funding. Perkins funding will continue to support these efforts by assisting and supporting the development of local curricula that provides content and instructional strategies to appropriately integrate academic with career and technical education. The implementation of CTE Programs of Study and Pathways, described in 2(a, c, k), assures CTE students will take both academic and career and technical components in preparation for high school graduation and transition to post-secondary education.

CTE programs will provide high quality classroom instruction coupled with active, applied, hands-on skill and career-related learning experiences. We will continue to offer contextual and applied student learning experiences while aligning the curriculum with national standards. Professional development activities will be provided to increase instructor knowledge and ability to incorporate academic learning into the CTE content. We will also continue to involve employers to provide relevance to current employment needs and economic conditions, and to ensure that necessary academic skills are taught as they relate to employment. Technical skill assessments will be used to measure student skill attainment. These results will be disaggregated by special population group to help with strategies for continuous improvement. Skill testing results in more focused instruction based on state-approved course curriculum and standards.

At the post-secondary level, the Utah College of Applied Technology (UCAT) offers curricula in a competency based format. This process is done in conjunction with industry representatives who provide input into the development of competency-based curricula connected to the skill needs of local employers.

- (b) Provide students with strong experience in, and understanding of, all aspects of an industry; and

Work-based learning opportunities will be offered as part of all CTE Pathways to provide students with better understanding of all aspects of an industry. Both state and federal funds will be used to support these activities. Also, Career and Technical Student Leadership Organizations (CTSO) are an integral part of CTE instruction. Utah uses statewide advisors for each CTSSO area and supports them with state and federal funding.

- (c) Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]

This is covered in section 2(a, c, k) regarding development and implementation of CTE Programs of Study and CTE Pathways. All students are required to meet challenging academic high school graduation requirements, complete core tests in math and language arts, and pass the Utah Basic Skills Competency Test prior to graduation. CTE Concentrator performance on NCLB core tests for math and language arts will be measured, reported, and continually improved.

8. How you will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]

Technical assistance will be provided in the following ways:

- *CTE Directors' Meetings.* Statewide meetings with CTE Directors from each eligible recipient are held bi-monthly. Perkins staff provides information on Perkins requirements and statewide initiatives.
- *Data Quality Meetings.* Annual meetings are held with the CTE Directors and data representatives of all Perkins recipients. Performance data including disaggregated data, trends and performance gaps is explained, and technical assistance given regarding, data interpretation, data-driven decision making, development and implementation of improvement strategies, and action steps.
- *State staff performs on-site CTE program evaluations, identifies areas needing improvement, assists in the development of improvement plans, and follows up to verify improvements.*
- *Additional state staff have been hired to:*
 - *Assist recipients to develop and negotiate performance targets.;*
 - *Assist in the development and implementation of programs of study and CTE Pathways.*
 - *Coordinate assessment and evaluation of CTE programs.*
 - *Assist post-secondary institutions meet performance indicators.*
- *Local Plan Guide.* State staff will develop a local plan guide and assist recipients in developing, reviewing, and approving plans.
- *Website.* A CTE website will provide instructions, forms, and other information to assist eligible recipients to complete and submit their local plans, request funding, and contact state specialists for assistance as needed.

9. How career and technical education relates to state and region occupational opportunities. [Sec. 122(c)(16)]

There is a crisis shortage around the nation and in Utah of personnel – skilled in trade and technology. In the fourth quarter of 2005, the job vacancy rate for metropolitan Utah increased to 2.9 percent, and competition among job candidates remains fierce. Only those candidates who have the training, knowledge, and education will be hired to fill these jobs. Career and Technical Education courses throughout the state of Utah give students the edge by providing them with the essential skills to cross the bridges from high school to college to career, ultimately filling the job vacancies throughout the state of Utah.

With Career and Technical Education students receive:

- *Quality programs that give them marketable skills.*
- *Certificates, degrees, and licenses recognized by business and industry.*
- *Coursework specifically tailored to their needs.*
- *A good career.*
- *The ability to earn a competitive salary with potential financial growth.*
- *Advancement opportunities.*
- *Stability.*

During 2006, all 10 major Utah employment sectors added jobs.

<u>Employment Sector</u>	<u>Jobs Added</u>	<u>Percentage Increase</u>
<i>Construction</i>	<i>14,800</i>	<i>17.0%</i>
<i>Professional & Business Services</i>	<i>11,000</i>	<i>7.2%</i>
<i>Trade, Transportation, and Utilities</i>	<i>8,300</i>	<i>3.5%</i>
<i>Education & Health Care</i>	<i>5,700</i>	<i>4.4%</i>
<i>Manufacturing:</i>	<i>4,000</i>	<i>3.4%</i>
<i>Financial Services</i>	<i>3,800</i>	<i>5.5%</i>

Source: Insight, Economic News of Utah and the Nation, Jeff Thredgold, Zion's Bank Economic Consultant

Occupations in Demand by CTE Area of Study

Agriculture

According to the U.S. Department of Labor, agricultural bio-processing is one of the newest and most exciting fields in the biotech industry. Experts agree that the future of farming in the 21st century will be shaped by agricultural bio-processing technology. Today, agriculture bio-processing technicians are conducting groundbreaking research on genetic technology and developing methods to increase agricultural output.

Business

Accountants (those with a CPA) continue to be in demand in both public and private industry.

Intellectual property attorneys specializing in patent law and the legal secretaries who have experience preparing patent applications are highly sought after.

Family and Consumer Sciences

According to a Utah State University study, there is a shortfall of teachers in the areas of special education, speech pathology, math, and science. Demand for teachers will continue to increase through 2014.

Health Science and Technology

Registered nurses and nurse's aides are in demand in Utah and throughout the country; employment is expected to grow faster than the average through 2014. Nursing is one of the ten occupations projected to have the largest number of new jobs.

Information Technology

According to a new study published in CNN Money, demand for technology workers in the United States continues to grow in spite of American companies shifting more technology work overseas. Currently, job opportunities in fields such as software architecture, product design, project management and IT consulting are increasing. In fact, the size of the IT employment market in the United States today is greater than it was at the height of the dot-com boom. IT is estimated to have significant growth for the next decade, and it is projected that several IT occupations will be among the fastest growing occupations during this time.

Marketing

Sales and marketing positions are expected to be abundant in the fields of health-care and biomedical.

Technology and Engineering

Quality and process engineers, as well as plant managers certified in “lean manufacturing” techniques, are in demand.

Trade and Technical

Construction is the leading industry in Utah, adding approximately 14,000 new jobs in 2006 – that is, one in four new jobs. According to the Department of Workforce Services, residential construction is the foundation of Utah’s construction activity, and is projected to remain strong throughout the next decade. Through 2014, it is projected that construction and extraction occupations will have an annual growth rate of 3.1 percent.

10. *Marv.* Methods for joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Sec. 122(c)(17)]
11. *Marv.* Procedures to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for post-secondary students and school dropouts. [Sec. 122(c)(20)]

B. Other Department Requirements

1. Copy of Local Plan Guide.

Attachment I

2. State’s governance structure for CTE, including the approximate number of eligible recipients at both secondary and post-secondary levels.

The State Board of Education has been designated eligible state agency to receive and allocate Federal Career and Technical Education (CTE) funds to legal recipients. The State Board meets at least four times annually to carry out its responsibilities, implement state-level coordination, review Perkins State Plan proposals, and report on Perkins Plan implementation and administration. The State Office of Education Career and Technical Education (CTE) section is designated as the responsible agency for developing and implementing the State Perkins Plan. The CTE Director is designated as the responsible person. A Perkins Coordinator and appropriate staff may be designated and funded from administrative funds provided by the Perkins law. The Perkins Coordinator will follow the specifications of the Carl D. Perkins Career and Technical Education Act of 2006, and guidance from the responsible Federal agency to develop a proposed State Perkins Plan, involving the State Board as needed. The CTE Section will then present the proposed State Perkins Plan to the State Board of Education for review and approval. The CTE Section will implement the approved Perkins plan and provide quarterly status reports to the Utah State Board of Education.

The Utah State Board of Regents, under the Utah Code, is vested with the control, management, and supervision of public institutions of higher education, including two-year and four-year colleges and universities. The authority of the Board of Regents does not affect the authority vested in the State Board of Education to apply for, accept, and manage federal appropriations for the establishment and maintenance of career and technical education in secondary or post-secondary programs.

The State Board of Education has not delegated any of its responsibilities involving administration, operation, or supervision of career and technical education in whole or in part. Therefore, the Board will provide for such methods of administration as necessary for the proper and efficient administration of career technical education in Utah.

State Profile

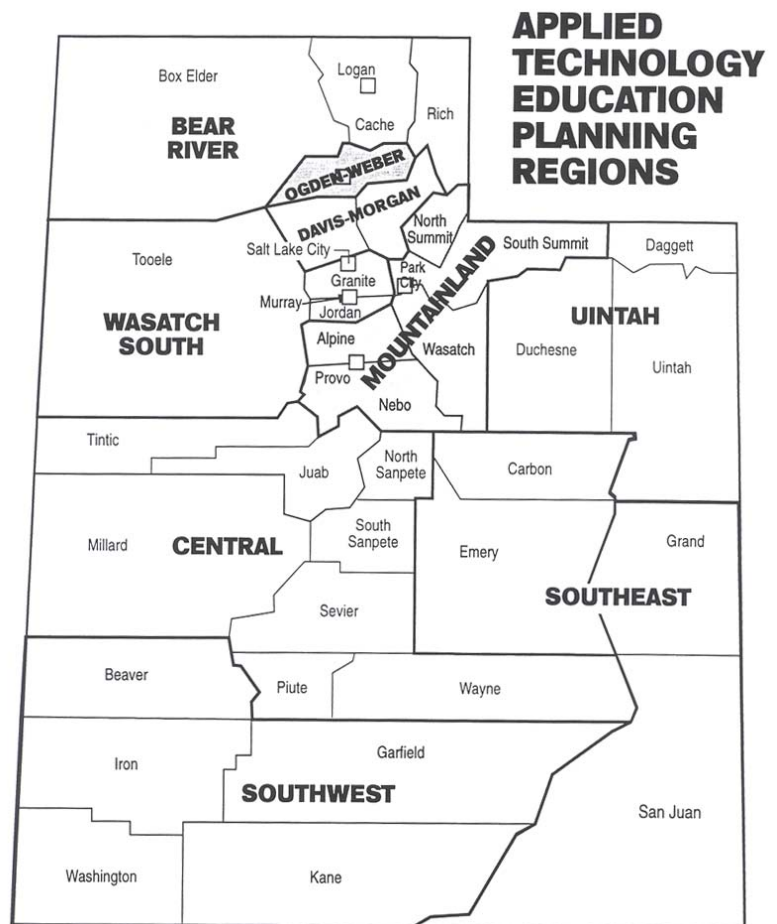
Utah's delivery system of career and technical education consists of forty school districts, seven technical colleges and eight community colleges, state colleges, junior colleges and universities governed by the Utah State Board of Regents.

The state is divided into nine planning regions (see map,) with each region given the charge to coordinate programs and avoid unnecessary duplication at all levels. To ensure this, CTE Directors from the post-secondary institution and districts in each region meet as a group regularly to review and coordinate all CTE programs seeking state or federal funds. Local Workforce Investment Councils are also asked to review the State Plan for Carl D. Perkins Career and Technical Education services.

3. Role of post-secondary career and technical education in the one-stop career center delivery system established by Title I of WIA.

The Utah System of Higher Education is a full partner in the WEEDA (Workforce, Education, and Economic Development Alliance) that is organized to increase the working linkages between these

organizations. USHE will provide information and tools such as Utah Mentor, the Utah Majors Guide, and the Utah Transfer Guide to assist students transitioning to the workplace. Emphasis will be placed on providing seamless transition to and from the workplace, providing access to programs that will provide basic skills training and pathways to certificates and degrees.



III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

States that submit a one-year transition plan must address, at a minimum, its plans or the State's planning process for the following items: A1(a-c). States that submit a six-year State plan must address all of the items below.

A. Statutory Requirements

1. Program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—
 - (a) Will be provided with equal access to activities assisted under the Act.
 - (b) Will not be discriminated against on the basis of their status as members of special populations; and
 - (c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]

State-approved Programs of Study (Career Pathways) provide a strong academic base and a skill attainment structure for all students that will lead them to post-secondary education and training and to high-skill, high-wage, or high-demand occupations. Specific activities will be conducted to ensure that special populations can fully participate in Programs of Study.

The state-wide comprehensive counseling and guidance program provides the opportunity for all students, including special population students, to develop with their parents or guardians and a school counselor a Student Education Occupation Plan (SEOP). The plan outlines the necessary courses for the student to meet his/her personal education and occupation goals. Plans are reviewed annually to meet the changing needs of students.

Local recipients are required to address how they will meet the program and personal needs of special population students in their local plans. Each recipient will implement programs to provide information and access to special populations. Recipients will also have programs and policies in place to eliminate discrimination and bias. An annual review of special population achievement data will be conducted and the necessary program adjustments will be required. Examples and strategies will be shared state-wide.

Special population student access to CTE programs will be reviewed as part of the State CTE Program Approval process. Programs are reviewed to determine how local policies and practices encourage a special population student's participation in a program, and how necessary accommodations are made.

CTE Administrators and teachers will be trained on how to meet the needs of special population students during regular State CTE Directors' meetings and the Annual State CTE Conference. The state will provide technical assistance to local recipients, including requested training.

2. How we will adequately address the needs of students in alternative education programs, if you have such programs. [Sec. 122(c)(14)]

There are no alternative education programs except those available for special population students described in paragraph 1 above.

3. How funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and nontraditional fields. [Sec. 122(c)(18)]

See [Attachment II](#) (secondary) and [Attachment III](#) (post-secondary) for lists of high-skill, high-wage, high-demand and nontraditional programs and occupations.

Definitions

High-skill Occupations* – Occupations with minimum training requirements of:

- an Associate's Degree; or
- a one year Certificate; or
- 360 or more hours of instruction that lead to an industry recognized certification or required state license; or
- other programs that lead to a required state license.

High-wage Occupations* – Occupations with an average hourly rate equal to or greater than the average hourly rate of all non-farm occupations as reported by the Utah Department of Workforce Services from the Occupational Employment Statistics (OES) Survey. The current average hourly rate is \$15.78.

High-demand Occupations* – Occupations with 50 or more annual average job openings as reported by the Utah Department of Workforce Services.

* **Occupations from Utah Department of Workforce Services 2004-20014 statewide occupational projections**

Nontraditional Occupations – Occupations which employ fewer than 25% on gender or the other, based on OVAE crosswalk tables using data from the Bureau of Labor Statistics 2005.

Promoting Preparation for High-skill, High-wage, or High-demand Occupations

When fully implemented, the State-approved Programs of Study (Career Pathways) will provide the basis for student's preparation in high-skill, high-wage, or high-demand occupations. Articulated career pathways provide a rigorous and challenging academic and skill content curriculum map that prepares students for these occupations.

Statewide training, print materials and web-based information will be designed to increase the awareness of students and their parents with regard to high-skill, high-wage, or high-demand occupations. Counselors and CTE teachers will be trained to guide students through a program

of study that meets their educational and career goals, leading them to high-skill, high-wage, or high-demand occupations.

Utah has a work-based learning structure that provides opportunities for CTE students to participate in a variety of career exploration activities in high-skill, high-wage, or high-demand occupations. Businesses and government agencies will partner with schools and higher education institutions to provide appropriate learning experiences for students. CTE students also have the opportunity to gain greater understanding of an industry through active involvement in a CTE student leadership organization. Student participation in programs of study, work-based learning experiences, and related student organizations will help them prepare for the high-skill, high-wage, or high-demand occupation of their choice.

Promoting Preparation for Nontraditional Fields

A statewide effort will support preparation for nontraditional careers as a part of the Utah High School to College and Career Pathways Initiative. Training, print materials, and information on the web will be designed to increase the awareness of students and their parents with regard to nontraditional career opportunities. Specifically, various career resources will include information that will encourage students to consider the full range of career options available to them, unconstrained by traditional gender role stereotyping.

Traditional views of occupations as suitable for only one gender limit the occupational choices for most students. A majority of female students – especially in Utah – express their belief that their primary career will be homemaker, and fail to plan adequately for the more than 30 years that they are likely to spend in the workforce.

Gender role stereotyping also limits male students. They may fail to consider factors that affect their ability to achieve success in all aspects of their lives – not only their careers, but as parents and marriage partners. The fact that Utah shows by far the largest gap in the nation between male and female college graduation rates is an indication that young couples make a decision to have the male partner complete his education, often at the expense of the female partner pursuing her educational goals.

Providing information about all aspects of career and life planning will enhance the ability of all students to make good career decisions based on the factors most important to them.

Some of the activities of this project include:

- *Development and distribution of lesson plans (one for middle/junior high-level students and one for high school students) that support exploration of nontraditional careers through the use of Utah CHOICES and connected student portfolios.*
- *Increase the awareness of students and their parents with regard to nontraditional career opportunities.*
- *Development of information regarding the role of gender in career planning, and how to minimize the negative effects of stereotyping, as a component of the Parent Kit series.*
- *Provide information about the rewards and challenges of pursuing nontraditional careers in “UCRN-sponsored” publications (i.e., Student Guide to Utah Career Pathways (grades*

- 7-8), *Student Guide to Career Decision-Making [grades 9-10]*, and the new “career guide” (grade 11) being developed in cooperation with UHEAA and others.
- Provide information to counselors about the rewards and challenges of pursuing nontraditional careers in “UCRN-sponsored” publications (i.e., *Student Guide to Utah Career Pathways [grades 7-8]*, *Student Guide to Career Decision-Making [grades 9-10]*, and the new career guide [grade 11] being developed in cooperation with UHEAA and others).
 - Include a labor market information component that includes “gender gap” statistics and analysis as an element of the training on Career Pathways being planned for delivery to administrators, counselors, and teachers.
 - Help teachers and counselors find other resources that will help them provide information to students related to nontraditional careers via a link on the *UtahCTE.org* website.

The intended outcomes include:

- Increased awareness of nontraditional careers will increase enrollment in the CTE courses designed to prepare students for careers that may be nontraditional for their gender, as measured by annual enrollment reports.
- Students who can select courses with the support of their parents, unhindered by gender stereotypes and will be better prepared for employment or for further training, as reflected in annual reports of placement.
- Eighty-five percent of counselors, teachers and administrators who participate in Career Pathways training will rate the labor market information and other information (including the website link) related to nontraditional careers as useful, as reflected in the training evaluation.
- Increased awareness of nontraditional careers will increase enrollment in the CTE courses designed to prepare students for careers that may be nontraditional for their gender, as measured by annual enrollment reports.

4. How funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(19)]

State Leadership & Development funds have been set aside for statewide professional for CTE instructors at correctional facilities. Funds will also be used to develop and improve CTE curriculum enabling incarcerated students to concentrate in CTE programs of study.

5. Describe how you will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended.

Our Local Plan Guide requires a response to how to address the needs of special population students. Following is a copy of question 8 from the local plan template.

Describe how the eligible recipient will

(A) ensure equitable access to, and participation in, CTE programs for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended. For further guidance and examples, see the Notice to All Applicants at

<http://www.ed.gov/fund/grant/apply/appforms/gepa427.doc>

IV. ACCOUNTABILITY AND EVALUATION

A. Statutory Requirements

1. Procedures for obtaining input from eligible recipients in establishing measurement definitions and approaches
 - *Utah Perkins Program Quality Initiative meetings were held November 15-16, 2006. These meetings included CTE Directors and persons responsible for data submissions representing each of the eligible recipients. After an in-depth discussion of Perkins III, FY 06 performance data and results, participants were given an opportunity to discuss and provide input on secondary and post-secondary measures for Perkins IV.*
 - *Several meetings have been held with post-secondary eligible recipients and Assistant Commissioner Gary Wixom to discuss and receive input from post-secondary eligible recipient CTE Directors. These meetings will continue through the transition year.*
 - *Monthly meetings are held with a representative group of secondary CTE Directors (Secondary CTE Consortium) where Perkins IV proposed measures are discussed. These meetings will continue through the transition year.*
 - *CTE Directors' meetings, including CTE Directors/Contacts from post-secondary institutions, secondary school districts, and charter schools, are held bi-monthly. All participants have numerous opportunities to provide input on Perkins measurement definitions and approaches.*
 - *Measurement definitions and approaches will be refined during the transition year. If the Secretary issues regulations, adaptations will be made after receiving input from local CTE Directors in the settings described above.*
2. Procedures for obtaining input from eligible recipients in establishing a State adjusted level of performance

In addition to the input opportunities listed in paragraph 1, a proposed FAUPL will be developed using prior year averages. Each eligible recipient will receive a copy of this, along with a similar FAUPL based on recipient prior year averages. Input on measures and targets will be obtained in focus meetings, statewide CTE Director's meetings, and one-on-one meetings during eligible recipient negotiations with the state on local targets. Also, each year for the past six years, the state has held Perkins Data Quality meetings where all recipients have had opportunities to discuss and provide input into the performance improvement process.
3. Include completed FAUPL. Describe how your proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]

Section 113(b) of the Act describes the measures that a State must use for student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics (1S1 and 1S2, respectively) and student graduation rates (4S1). These measures have been pre-populated on the Final Agreed Upon Performance Levels (FAUPL) form. You do not need to describe how these definitions and measures are valid and reliable in your State plan narrative.

The state is proposing the same measurement definitions included in the non-regulatory guidance sent by Assistant Secretary Troy Justesen, including definitions for secondary

participant, postsecondary participant, and postsecondary concentrator. Our proposed secondary concentrator definition is slightly different in that it focuses on concentration in CTE programs of study. Utah currently recognizes 62 secondary CTE programs of study, or CTE pathways as described in Section II, A, 2. While most programs of study indicate three year-long credits for completion (six semester credits), a few require two year-long credits and some four or more. Because of this variation, using a percentage of completion is preferable to using a constant number of credits, which would be inconsistent, and therefore less reliable and valid. In nearly all cases, concentrators completing one-half the program of study requirements would also complete at least three semester credits. Concentrators also would have taken a skill test for one of the required foundation courses in the program of study. A completed FAUPL is included at the end of this Plan.

4. Alignment of measures with other State and Federal programs, or for any other purpose

The State CTE Director, Perkins Coordinator, and post-secondary liaison are all members of the Workforce, Education, Economic Development Alliance (WEEDA), which meets regularly to coordinate state and federal programs serving similar clients or students in Utah. The Perkins Coordinator and Data Quality Specialist also serve on the Measures and Outcomes Subcommittee, organized specifically to collaborate on alignment of common measures.

5. *FAUPL Information included with B below.*

6. Process for reaching agreement on local adjusted levels of performance
The process is as follows:

- (a) Data Quality Meetings*
- (b) Input on measurement definitions*
- (c) Compile 2006 data and multi-year trends*
- (d) Relate to Perkins IV measures*
- (e) Set proposed targets for each recipient*
- (f) Negotiate and agree to target for each recipient*

7. Criteria and methods we will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient.

- (a) Objective Criteria – Most recent year actual, or up to three-year average if available; other extenuating circumstances documented in writing by CTE Director and approved by Perkins Coordinator.*
- (b) Methods – Prior year data and suggested targets will be included in a local FAUPL and will be the basis for discussions and negotiations between local and state representatives on local targets. Circumstances that warrant changes in targets will be considered by the state.*

8. How we will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local

educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].

To be completed by the State Data Specialist for five-year plan.

9. How the State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]

Not applicable. Tech Prep is consolidated with Basic Grant.

10. Describe how we will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure nonduplication. [Sec. 122(c)(8)]

The effectiveness of Career and Technical Education programs will be assessed annually through a comprehensive review of Final Agreed Upon Performance Levels (FAUPL) data and an assessment of programs based on State CTE Program Standards. Required data review meetings will be held annually to make an assessment of the Core Indicators of Performance data for each eligible recipient and the eligible agency. Data will be analyzed for accuracy and completeness. Results will be studied to identify performance gaps for all students, including special populations. Strategies will be identified and action steps developed to address how to improve student performance, including strategies to address needs of special population students. A Continuous Improvement Plan will be required of each eligible recipient, with additional technical assistance and follow up from the state for recipients not meeting Final Agreed Upon Performance Levels (FAUPL).

Evaluation studies will be commissioned to assess specific performance results as needed.

Additionally, Career and Technical Education programs will be assessed to determine whether they meet state-approved CTE Program Standards.

Evaluation Process for Assessment of Secondary Programs:

- *Program self-evaluation, improvement, goal setting and long-range planning*
- *On-site reviews/visits*
- *Annual CTE Program Evaluation Reporting*
- *Six-Year CTE Program Evaluation*

A written report will be prepared for the eligible recipient as part of the Six-Year CTE Program Evaluation. Programs identified as not meeting evaluation standards will be required to submit a CTE Program Improvement Plan to the Eligible Agency.

Evaluation Process for Assessment of Post-secondary Programs:

- *Regularly scheduled accreditations*
- *Institutional program reviews*

- *Reviews by program advisory committees*

A process to identify areas needing improvement and the development of improvement plans will be developed for post-secondary institutions.

Coordination With Other Federal Programs

The State Office of Education and Utah System of Higher Education are full partners in the WEEDA (Workforce, Education, and Economic Development Alliance). WEEDA's mandate is to increase the working linkages among these organizations. Emphasis will be placed on providing seamless transition to and from the workplace, ensuring access to programs that will provide basic skill training and pathways to certificates and degrees.

B. Other Department Requirements

1. FAUPL. *Student definitions, baseline data, and proposed performance levels are shown in the FAUPL document found at the end of this Plan.*

The state proposes to use the State's ESEA Targets for 1S1 and 1S2. These tests are taken in the 10th grade, so the targets for Year One (students graduating in June 08) reflect the ESEA Targets at the time these students were in the 10th grade (Spring 06). Year Two targets reflect the ESEA targets Spring 07. Once actual data are collected, these targets may be renegotiated to reflect more reasonable continuous improvement expectations.

The state's ESEA Target for student graduation rate is 85.7%, derived from the goal of 95% completion for sophomores, 95% of those completing as juniors, and 95% of those graduating as seniors. If the graduation rate is less than 85.7%, but greater than the graduation rate for the prior year cohort, the unit "passes". Data compiled for CTE Concentrators indicates a graduation rate of 82.07% for the baseline year (ending June 30, 2006). The State proposes improving the graduation rate for CTE Concentrators to the State ESEA Target of 85.7% by 2013. We propose continuous improvement of .6 points for each year beginning with the baseline starting point of 82.07%. Once actual data are collected, these targets may be renegotiated to reflect more reasonable continuous improvement expectations.

2. You must identify the program areas for which the State has technical skill assessments, the estimated percentage of CTE students who take technical skill assessments and the State's plan for increasing the coverage of programs and students reported in future program years.

To be completed by the State Data Specialist for the five-year plan..

V. TECH PREP PROGRAMS – CONSOLIDATED!

VI. FINANCIAL REQUIREMENTS

A. Statutory Requirements

1. How your agency will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that you choose to consolidate under section 202(2) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the post-secondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]

Allocations for administration and state leadership are determined based on the provisions of Perkins IV. \$60,000 is allowed for state-wide nontraditional training and \$20,000 for state-wide corrections education in order to continue support for desirable programs started under Perkins II.

The secondary/post-secondary split of 60 percent secondary, 40 percent post-secondary continues the practice from Perkins III. The split is based on the greater number of eligible recipients at the secondary level (40 districts plus charter schools, compared to 10 colleges and universities). Because many secondary students participate in college courses while still in high school, school districts are required to develop agreements with colleges to flow Perkins funding to follow the students attending those institutions. Some of the additional amount allocated to secondary schools is intended to flow back to post-secondary institutions in this manner.

2. *Allocation tables.* You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Section 131(g)]

The following table shows all districts and charter schools potentially eligible for Perkins funding. The highlighted districts and charter schools would generate less than the \$15,000 minimum allocation, do not provide CTE programs of sufficient size and scope to qualify, and will not participate in Perkins. However, the state will provide an equivalent amount of state funds to purchase new or upgrade CTE equipment for these districts and charter schools.

POVERTY RESIDENTS AGE 5-17 03 Census SD Project Updated Oct 2, 2006				RESIDENTS AGE 5-17 03 Census SD Project Updated Oct 2, 2006			FY 08 (Poverty 70%) (Residents 30%)
DISTRICT	#	PERCENT OF TOTAL	70% OF SEC. ALLOCATION	#	PERCENT OF TOTAL	30% OF SEC. ALLOCATION	TOTAL 08 ALLOCATION
ALPINE	4277	0.0868	\$415,250	50,567	0.0997	\$204,298	\$619,548
UCAS	51	0.0010	\$4,952	309	0.0006	\$1,248	\$6,200
BEAVER	145	0.0029	\$14,078	1,382	0.0027	\$5,583	\$19,661
BOX ELDER	846	0.0172	\$82,137	10,732	0.0212	\$43,359	\$125,496
CACHE	943	0.0191	\$91,555	13,390	0.0264	\$54,097	\$145,652
CARBON	529	0.0107	\$51,360	3,770	0.0074	\$15,231	\$66,591
DAGGETT	9	0.0002	\$874	135	0.0003	\$545	\$1,419
DAVIS	3910	0.0794	\$379,618	59,956	0.1182	\$242,231	\$621,849
NUAMES	92	0.0019	\$8,932	485	0.0010	\$1,959	\$10,891
DUCHESNE	511	0.0104	\$49,612	3,619	0.0071	\$14,621	\$64,233
EMERY	297	0.0060	\$28,835	2,514	0.0050	\$10,157	\$38,992
GARFIELD	101	0.0021	\$9,806	974	0.0019	\$3,935	\$13,741
GRAND	268	0.0054	\$26,020	1,590	0.0031	\$6,424	\$32,444
GRANITE	7578	0.1538	\$735,741	73,242	0.1444	\$295,908	\$1,031,649
IRON	1120	0.0227	\$108,740	7,242	0.0143	\$29,259	\$137,999
JORDAN	4207	0.0854	\$408,454	80,668	0.1590	\$325,910	\$734,364
JUAB	183	0.0037	\$17,767	2,026	0.0040	\$8,185	\$25,952
KANE	122	0.0025	\$11,845	1,200	0.0024	\$4,848	\$16,693
MILLARD	347	0.0070	\$33,690	3,076	0.0061	\$12,427	\$46,117
MORGAN	72	0.0015	\$6,990	1,824	0.0036	\$7,369	\$14,359
NEBO	2150	0.0436	\$208,741	22,719	0.0448	\$91,788	\$300,529
NO. SANPETE	305	0.0062	\$29,612	2,449	0.0048	\$9,894	\$39,506
NO. SUMMIT	100	0.0020	\$9,709	1,052	0.0021	\$4,250	\$13,959
PARK CITY	213	0.0043	\$20,680	4,342	0.0086	\$17,542	\$38,222
PIUTE	47	0.0010	\$4,563	264	0.0005	\$1,067	\$5,630
RICH	33	0.0007	\$3,204	465	0.0009	\$1,879	\$5,083
SAN JUAN	792	0.0161	\$76,895	3,716	0.0073	\$15,013	\$91,908
SEVIER	534	0.0108	\$51,846	4,494	0.0089	\$18,156	\$70,002
SO. SANPETE	340	0.0069	\$33,010	2,663	0.0052	\$10,759	\$43,769
SO. SUMMIT	72	0.0015	\$6,990	1,277	0.0025	\$5,159	\$12,149
TINTIC	41	0.0008	\$3,981	282	0.0006	\$1,139	\$5,120
TOOELE	892	0.0181	\$86,603	11,679	0.0230	\$47,185	\$133,788
UINTAH	749	0.0152	\$72,720	5,946	0.0117	\$24,023	\$96,743
WASATCH	273	0.0055	\$26,505	4,052	0.0080	\$16,371	\$42,876
WASHINGTON	2796	0.0568	\$271,461	21,984	0.0433	\$88,818	\$360,279
Tuacahn	0	0.0000	\$0	219	0.0004	\$885	\$885
WAYNE	74	0.0015	\$7,185	544	0.0011	\$2,198	\$9,383
WEBER	1834	0.0372	\$178,061	28,652	0.0565	\$115,758	\$293,819
SALT LAKE	5929	0.1204	\$575,641	28,005	0.0552	\$113,144	\$688,785
OGDEN	2436	0.0495	\$236,509	14,332	0.0283	\$57,903	\$294,412
DaVinci	121	0.0025	\$11,748	325	0.0006	\$1,313	\$13,061
PROVO	2449	0.0497	\$237,771	15,082	0.0297	\$60,933	\$298,704
LOGAN	913	0.0185	\$88,642	5,867	0.0116	\$23,703	\$112,345
MURRAY	558	0.0113	\$54,176	8,210	0.0162	\$33,170	\$87,346
TOTAL	49,259		\$4,782,509	507,321		\$2,049,647	\$6,832,153
TOTAL SECONDARY ALLOCATION			6,832,156				

The next table shows the proposed secondary allocations after combining those entering into consortia and removing those not applying for Perkins funds. The following consortia will be formed for the purpose of meeting the minimum allocation requirements. North/South Summit Districts; Beaver/Garfield/Kane Districts; Wayne/Piute Districts.

The state waives the requirement for Morgan District to enter consortia to meet the minimum allocation requirement. The district is located in a rural, sparsely populated area where it is not possible to enter into consortium.

Proposed FY 08 Secondary Allocation Table

DISTRICT	POVERTY RESIDENTS AGE 5-17 03 Census SD Project Updated Oct 2, 2006			RESIDENTS AGE 5-17 03 Census SD Project Updated Oct 2, 2006			FY 08 (Poverty 70%) (Residents 30%)
	#	PERCENT	70% OF SEC.	#	PERCENT	30% OF SEC.	TOTAL 08
		OF TOTAL	ALLOCATION		OF TOTAL	ALLOCATION	
ALPINE	4328	0.0880	\$420,466	50,876	0.1005	\$205,687	\$626,153
UCAS		0.0000	\$0		0.0000	\$0	\$0
BEAVER/GAR/KANE	368	0.0075	\$35,751	3,556	0.0070	\$14,377	\$50,128
BOX ELDER	846	0.0172	\$82,189	10,732	0.0212	\$43,388	\$125,577
CACHE	943	0.0192	\$91,613	13,390	0.0264	\$54,134	\$145,747
CARBON	529	0.0108	\$51,392	3,770	0.0074	\$15,242	\$66,634
DAGGETT		0.0000	\$0		0.0000	\$0	\$0
DAVIS	4002	0.0814	\$388,795	60,441	0.1193	\$244,357	\$633,152
NUAMES		0.0000	\$0		0.0000	\$0	\$0
DUCHESNE	511	0.0104	\$49,644	3,619	0.0071	\$14,631	\$64,275
EMERY	297	0.0060	\$28,854	2,514	0.0050	\$10,164	\$39,018
GARFIELD		0.0000	\$0		0.0000	\$0	\$0
GRAND	268	0.0054	\$26,036	1,590	0.0031	\$6,428	\$32,464
GRANITE	7578	0.1541	\$736,205	73,242	0.1446	\$296,110	\$1,032,315
IRON	1120	0.0228	\$108,808	7,242	0.0143	\$29,279	\$138,087
JORDAN	4207	0.0855	\$408,711	80,668	0.1593	\$326,133	\$734,844
JUAB	183	0.0037	\$17,779	2,026	0.0040	\$8,191	\$25,970
KANE		0.0000	\$0		0.0000	\$0	\$0
MILLARD	347	0.0071	\$33,711	3,076	0.0061	\$12,436	\$46,147
MORGAN	72	0.0015	\$6,995	1,824	0.0036	\$7,374	\$14,369
NEBO	2150	0.0437	\$208,873	22,719	0.0449	\$91,851	\$300,724
NO. SANPETE	305	0.0062	\$29,631	2,449	0.0048	\$9,901	\$39,532
NO/SO SUMMIT	172	0.0035	\$16,710	2,329	0.0046	\$9,416	\$26,126
PARK CITY	213	0.0043	\$20,693	4,342	0.0086	\$17,554	\$38,247
PIUTE		0.0000	\$0		0.0000	\$0	\$0
RICH		0.0000	\$0		0.0000	\$0	\$0
SAN JUAN	792	0.0161	\$76,943	3,716	0.0073	\$15,023	\$91,966
SEVIER	534	0.0109	\$51,878	4,494	0.0089	\$18,169	\$70,047
SO. SANPETE	340	0.0069	\$33,031	2,663	0.0053	\$10,766	\$43,797
SO. SUMMIT		0.0000	\$0		0.0000	\$0	\$0
TINTIC		0.0000	\$0		0.0000	\$0	\$0
TOOELE	892	0.0181	\$86,658	11,679	0.0231	\$47,217	\$133,875
UINTAH	749	0.0152	\$72,766	5,946	0.0117	\$24,039	\$96,805
WASATCH	273	0.0056	\$26,522	4,052	0.0080	\$16,382	\$42,904
WASHINGTON	2796	0.0569	\$271,632	22,203	0.0438	\$89,765	\$361,397
Tuacahn		0.0000	\$0		0.0000	\$0	\$0
WAYNE/PIUTE	121	0.0025	\$11,755	808	0.0016	\$3,267	\$15,022
WEBER	1834	0.0373	\$178,174	28,652	0.0566	\$115,837	\$294,011
SALT LAKE	5929	0.1206	\$576,004	28,005	0.0553	\$113,222	\$689,226
OGDEN	2557	0.0520	\$248,413	14,657	0.0289	\$59,257	\$307,670
DaVinci		0.0000	\$0		0.0000	\$0	\$0
PROVO	2449	0.0498	\$237,921	15,082	0.0298	\$60,975	\$298,896
LOGAN	913	0.0186	\$88,698	5,867	0.0116	\$23,720	\$112,418
MURRAY	558	0.0113	\$54,210	8,210	0.0162	\$33,192	\$87,402
TOTAL	49,176		\$4,777,462	506,439		\$2,047,484	\$6,824,945
TOTAL SECONDARY ALLOCATION			6,824,945				

Proposed FY 08 Post-secondary Allocation Table

INSTITUTION	PELL/BIA/DWS (2005/2006)		
	Students	PERCENT	FY 08
UCAT Total	1,816	0.1523	\$692,892
SLCC	3,639	0.3052	\$1,056,357
UVSC	3,202	0.2685	\$1,000,689
WSU	1,278	0.1072	\$436,976
SUU	507	0.0425	\$173,952
CEU/SEATC	662	0.0555	\$252,585
DIXIE	245	0.0205	\$93,479
SNOW/USU Consortium	576	0.0483	\$219,772
Non UCAT Total			\$3,861,146
TOTAL	11,925	1.0000	\$4,549,964
		TOTAL	4,549,964

3. *Allocation Tables for Consortia.* You must describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]

Each consortium will designate a fiscal agent to receive and assume responsibility for Perkins funds. The amount of funds received by the consortium will be the total amount of eligibility for all members of the consortium. All funds will be used for purposes and projects benefiting all members of the consortium. However, the amount of funds for which each member is eligible will be set aside to support that part of the purpose of project implemented for that member.

4. You must describe how you will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]

Not applicable.

5. *PELL/BIA vs PELL/BIA/DWS.* You must provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act. At a minimum, you must provide an allocation run for eligible recipients using the required elements outlined in section 131(a) and/or section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also you must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in section 131(b)(1) of the Act; and/or, in the case of an alternative post-secondary formula, a demonstration that the formula described in section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.

Post-secondary Allocation

We are requesting authorization to continue using an alternative formula that includes consideration of PELL/BIA students and students assisted by any Workforce Investment Act/Department of Workforce Services (WIA/DWS) program. All of these programs serve economically disadvantaged students. The alternative formula distributes funding to ensure a more equitable distribution on the basis of economically disadvantaged students participating. The table on the right shows the preliminary FY 2008 distribution using PELL/BIA/DWS participants.

INSTITUTION	PELL/BIA/DWS (2005/2006)		
	Students	PERCENT	FY 08
UCAT Total	1,816	0.1450	\$696,624
SLCC	3,639	0.3143	\$1,389,921
UVSC	3,202	0.2556	\$1,223,008
USU	113	0.0090	
WSU	1,278	0.1255	\$488,134
SUU	507	0.0405	\$193,649
CEU/SEATC	662	0.0528	\$252,852
DIXIE	245	0.0196	\$93,578
SNOW/USU	576	0.0378	\$220,004
TOTAL	11,925	1.0000	\$4,554,770
		TOTAL	4,554,770

The table to the right shows the preliminary distribution using PELL/BIA participants only. Without the alternative formula, the Utah College of Applied technology receives \$247,702 less. UCAT serves proportionally more students eligible for WIA/DWS services than the other colleges, partly because some campuses are not eligible for PELL programs. Further, UCAT has the highest percentage of CTE participants of any college. The addition of the WIA/DWS-assisted students in the formula will result in a more equitable distribution of funding based on the relative number of economic disadvantaged students.

INSTITUTION	PELL/BIA Only (2005/2006)			Diff from PELL/BIA/DWS
	Students	PERCENT	FY 08	
UCAT Total	1,027	0.0906	\$412,536	-\$247,702
SLCC	3,729	0.3289	\$1,497,904	\$66,540
UVSC	3,176	0.2801	\$1,275,769	\$111,627
USU	113	0.0100	\$45,391	\$4,308
WSU	1,558	0.1374	\$625,834	\$54,306
SUU	507	0.0447	\$203,657	\$19,328
CEU/SEATC	528	0.0466	\$212,093	-\$28,588
DIXIE	235	0.0207	\$94,397	\$5,323
SNOW	466	0.0411	\$187,188	\$14,857
Non UCAT Total				\$247,701
TOTAL	11,339	1.0000	\$4,554,770	
		TOTAL	4,554,770	

B. Other Department Requirements

1. Budget, using the forms provided in Part B of this guide.

See Part B.

2. Listing of allocations made to consortia (secondary and post-secondary) from funds available under sections 112(a) and (c) of the Act.

See allocation tables and descriptions of formulas in VI A, 2 for local allocations to consortia under 112(a).

3. Describe the secondary and post-secondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act.

See allocation tables in VI A, 2 for local allocations to recipients under 112(a).

4. Describe the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.

Each of the eight Career and Technical Education Pathway Coordination Regions, consisting of secondary and pos- secondary eligible recipients, will hire, oversee, and give guidance to at least a half-time Regional Pathway Coordinator. Funds will be awarded from the reserve funds to a designated eligible recipient for the region based upon submission of a Regional Pathway Implementation Plan that meets the criteria outlined below. The region will determine the fiscal agent for the project, who must be identified in this plan, and is responsible for direct supervision of the pathway coordination, receipt, and expenditure of funds, and implementation of the plan. A copy of the regional pathway implementation plan template is included in [Attachment IV](#).

The following table shows allocations to recipients for the regional pathway implementation project. The designated eligible recipient in each region will receive \$50,000 to employ a pathway coordinator with reserve funds under section 112(c). The designated recipient will also receive state leadership and development funds based on the following formula: base amount plus a portion of the total in relation to the proportion of 9th grade enrollment.

REGION	9th Grade Enrollment*	Percent of Total	Formula Amount	Base Amount	Total L&D Allocation	Total Reserve Allocation
Bear River	2,200	5.74%	\$3,671	\$7,000	\$10,671	\$50,000
Box Elder, Cache, Rich Districts, Bridgerland ATC, Utah State University						
Central	1,310	3.42%	\$2,186	\$7,000	\$9,186	\$50,000
Juab, Millard, North Sanpete, Piute, Sevier, South Sanpete, Tintic, Wayne Districts, Snow College						
Mountainland	7,922	20.66%	\$13,220	\$7,000	\$20,220	\$50,000
Alpine, Nebo, North Summit, Park City, South Summit, Wasatch, Provo Districts, Mountainland ATC, Utah Valley State University						
Davis Morgan Ogden Weber	8,280	21.59%	\$13,817	\$7,000	\$20,817	\$50,000
Davis, Morgan, Ogden, Weber Districts, Ogden/Weber ATC, Weber State University						
Southeast	846	2.21%	\$1,412	\$7,000	\$8,412	\$50,000
Carbon, Emery, Grand, San Juan Districts, College of Eastern Utah						
Southwest	2,758	7.19%	\$4,602	\$7,000	\$11,602	\$50,000
Beaver, Garfield, Iron, Kane, Washington Districts, Southwest ATC, Dixie ATC, Southern Utah University, Dixie College						
Uintah Basin	770	2.01%	\$1,286	\$7,000	\$8,286	\$50,000
Daggett, Duchesne, Uintah Districts, Uintah Basin ATC						
Wasatch Front	14,266	37.20%	\$23,806	\$7,000	\$30,806	\$50,000
Granite, Jordan, Tooele, Salt Lake, Murray Districts, Salt Lake/Tooele ATC, Salt Lake Community College						
	38,352	100.00%	\$64,000	\$56,000	\$120,000	\$400,000

5. Describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.

All recipients will share in the funding through the regional project.

6. Description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.

- *Analysis of county and school district statistics compared to state averages*
- *Comparison of population density to state average*
- *Membership in rural school service center districts*
- *School status as necessarily existent small schools*

Morgan School District is one of 26 rural school districts in the state and is a member of the Northern Utah Education Service Center serving rural districts. It has one elementary school, one middle school, and one 9-12 high school. Morgan District's geographical area (Morgan County) contains .3 percent of the state's population and less than half the number of people per square mile than the state average.

VIII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

A. EDGAR Certifications

- (a) The Utah State Board of Education has been created consistent with State law as the sole State agency responsible for the administration, or the supervision of the administration, of career and technical education in the State. The Career Technical Education section of the State Office of Education has been charged with responsibility to administration the Perkins program in Utah.
- (b) The Utah State Board of Education has authority under State law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]
- (c) The State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]
- (d) All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]
- (e) The State Director for Career Technical Education has authority under State law to receive, hold, and disburse Federal funds made available under the plan. [34 CFR 76.104(a)(5)]
- (f) The State Director for Career Technical Education has authority to submit the plan. [34 CFR 76.104(a)(6)]
- (g) The State Board of Education has adopted or otherwise formally approved the transition plan in it's regularly scheduled Board Meeting April 5, 2007 [34 CFR 76.104(a)(7)]
- (h) The plan is the basis for State operation and administration of the program. [34 CFR 76.104(a)(8)]

B. Other Assurances

1. You must submit a copy of the State plan into the State Intergovernmental Review Process. [Executive Order 12372; 34 CFR 79]

The state does not have a formal Intergovernmental Review Process. The five-year plan will be submitted for review to the Governor of the State of Utah; the Workforce, Education, Economic Development Alliance; the President of the Utah State Senate; and the Speaker of the Utah House of Representatives. Local plans are reviewed on a regional basis with the CTE Directors and the Local Workforce Investment Board.

2. You must provide a complete and signed ED Form 80-0013 for certifications regarding lobbying; debarment and suspension, and other matters; and drug-free workplace requirements.

Included as [Attachment V](#).

3. You must provide a complete and signed Assurance for Non-Construction Programs Form. [See http://wdcrobiis08/doc_img/sf424b.doc]

Included as [Attachment VI](#).

4. The State Office of Education will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]
5. None of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]
6. The State Office of Education will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]
7. The State Office of Education will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]
8. The State Office of Education and eligible recipients that use funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]
9. Except as prohibited by State or local law, an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private

schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]

10. Each eligible recipient that receives an allotment under this Act will provide a signed certification that such eligible recipient will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]

ATTESTATION:

State Director, Career and Technical Education

Date

PART B: BUDGET FORMS

PERKINS IV BUDGET TABLE – PROGRAM YEAR 1

(For Federal Funds to Become Available Beginning on July 1, 2007)

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	\$12,656,383
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$1,196,451
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (<i>Line A + Line B</i>)	\$13,852,834
D. Local Formula Distribution (<i>not less than 85%</i>) (<i>Line C x 85%</i>)	\$11,774,909
1. Reserve (<i>not more than 10% of Line D</i>)	\$400,000
a. Secondary Programs (% of <i>Line D</i>)	\$
b. Post-secondary Programs (% of <i>Line D</i>)	\$
c. Regional Sec/PS Programs (100% of <i>Line D</i>)	\$400,000
2. Available for formula allocations (<i>Line D minus Line D.1</i>)	\$11,374,909
a. Secondary Programs (60% of <i>Line D.2</i>)	\$6,824,945
b. Post-secondary Programs (40% of <i>Line D.2</i>)	\$4,549,964
E. Leadership (not more than 10%) (<i>Line C x 10%</i>)	\$1,385,283
a. Nontraditional Training and Employment (\$60,000)	
b. Corrections or Institutions (\$20,000)	
F. State Administration (not more than 5%) (<i>Line C x 5%</i>)	\$692,642
G. State Match (<i>from non-federal funds</i>) ¹	\$1,547,583

¹ The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

PERKINS IV BUDGET TABLE – PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2007)

II. TITLE II: TECH PREP PROGRAMS

A. Total Title II Allocation to the State	\$1,196,451
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$1,196,451
C. Amount of Title II Funds to Be Made Available for Tech-Prep (<i>Line A less Line B</i>)	\$0
D. Tech-Prep Funds Earmarked for Consortia	\$NA
a. Percent for Consortia (<i>Line D divided by Line C</i>) [NA%]	
b. Number of Consortia	NA
c. Method of Distribution (<i>check one</i>):	
NA Formula	
NA Competitive	
E. Tech-Prep Administration	\$NA
a. Percent for Administration (<i>Line E divided by Line C</i>) [NA%]	

PART C: ACCOUNTABILITY FORMS

I. Student Definitions

A. Secondary Level

Participants –

A secondary student who has earned one or more semester credits in any CTE program area, grades 9-12

Concentrators –(Reporting as Seniors)

A secondary student who has completed at least one-half the credits in a single CTE program of study, including at least one of the required foundation courses, indicated for a CTE Program of Study, grades 9-12.

B. Post-secondary/Adult Level

Participants – A post-secondary student who has earned one or more credits in any CTE program area.)

Concentrators –

Post-secondary/adult student who:

- 1. Completes at least 12 academic or CTE credits within a single program area (program of study sequence) that is comprised of 12 or more academic and technical credits, and terminates in the award of an industry-recognized credential, a certificate, or a degree.*
- 2. Completes a 360 or more membership hour program of study that terminates in an industry-recognized credential, or a state-approved certificate, or degree.*
- 3. Completes a short-term CTE program sequence of less than 12 credits or 360 membership hours that terminates in an industry recognized credential approved by the state.*

Note: Once a student meets the definition of a concentrator, the student will be put in a cohort and will be followed and reported on for accountability measures.

Secondary Completers (Reporting as seniors) –*Concentrators who complete all the credits indicated for a CTE Program of Study, grades 9-12*

Post-secondary Completers –*Concentrators who complete all the credits or membership hours required for a CTE Program of Study.*

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL) – Proposed Measurement Definitions

A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education (10th grade Language Arts CRT).</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in reading/language arts whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p>	State and Local Administrative Records	B: N/A – ESEA Approved Target	L: 70.00% (Spring 06) A:	L: 76.00% (Spring 07) A:
1S2 Academic Attainment– Mathematics 113(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education (Algebra or Geometry grades 10-12 CRT).</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in mathematics whose scores were included in the State’s computation of AYP and who, in the reporting year, have left secondary education.</p>	State and Local Administrative Records	B: N/A ESEA Approved Target	L: 47.00% A:	L: 59.00% A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	<p>Numerator: Number of concentrators passing a skill test in the Program of Study of concentration in one of the required foundation courses.</p> <p>Denominator: Number of concentrators who took a skill test in the Program of Study of concentration in one of the required foundation courses.</p>	State and Local Administrative Records	B:	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>
3S1 Secondary School Completion 113(b)(2)(A)(iii)(I- III)	<p>Numerator: Number of concentrators earning a regular high school diploma, or a GED reported with graduating class.</p> <p>Denominator: Number of concentrators who left high school during the reporting year.</p>	State and Local Administrative Records	B:	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	<p>Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p>Denominator: Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA. (<i>Concentrators in graduate cohort + Concentrator Dropouts cohort.</i>)</p>	State and Local Administrative Records	B: 82.07%	<p>L: 82.67%</p> <p>A:</p>	<p>L: 83.27%</p> <p>A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
5S1 Secondary Placement 113(b)(2)(A)(v)	<p>Numerator: Number of concentrators who left secondary education and were placed in post-secondary education or advanced training, in military service, or in employment during the second quarter following the program year in which they left secondary education (Oct 1- Dec 31).</p> <p>Denominator: Number of concentrators who left secondary education during the reporting year.</p>	State and Local Administrative Records	B:	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	<p>Numerator: Number of participants from underrepresented gender groups who participated in a program that leads to employment in non-trad fields during the reporting year.</p> <p>Denominator: Number of participants who participated in program that leads to employment in non-trad fields during the reporting year.</p>	State and Local Administrative Records	B:	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	<p>Numerator: Number of concentrators from underrepresented gender groups who completed a program that leads to employment in non-trad fields during the reporting year.</p> <p>Denominator: Number of concentrators who completed a program that leads to employment in non-trad fields during the reporting year.</p>	State and Local Administrative Records	B:	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>

III. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

B. POST-SECONDARY/ADULT LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	<p>Numerator: Number of concentrators attaining end of course or short-term industry certifications approved by USHE.</p> <p>Denominator: Number of concentrators</p>	<p>State and Local Administrative Records</p> <p>Issue: Tracking students attaining certifications</p>	B:	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	<p>Numerator: Number of concentrators who received an industry-recognized credential requiring State licensure, a one-year certificate, or a degree during the reporting year.</p> <p>Denominator: Number of concentrators who left PS education during the reporting year.</p>	<p>State and Local Administrative Records</p> <p>Issue: Tracking students industry-recognized credentials</p>	B:	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
4P1 Student Placement 113(b)(2)(B)(iv)	Numerator: Number of concentrators who were placed in employment, military service or apprenticeship programs, during second quarter following the program year in which they left PS education (Oct 1 – Dec 31). Denominator: Number of concentrators with SSN who left PS education during the reporting year.	State and Local Administrative Records	B:	L: A:	L: A:
5P1 Nontraditional Participation 113(b)(2)(B)(v)	Numerator: Number of participants from underrepresented gender groups who participated in a program that leads to employment in non-trad fields during the reporting year. Denominator: Number of participants who participated in program that leads to employment in non-trad fields during the reporting year.	State and Local Administrative Records	B:	L: A:	L: A:
5P2 Nontraditional Completion 113(b)(2)(B)(v)	Numerator: Number of concentrators from underrepresented gender groups who completed a program that leads to employment in non-trad fields during the reporting year. Denominator: Number of concentrators who completed a program that leads to employment in non-trad fields during the reporting year.	State and Local Administrative Records	B:	L: A:	L: A:

Attachment I

Perkins Local Plan (PLP) Template Recipient Institution or LEA:

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SECTION 01: PERFORMANCE TARGETS (FAUPL)

Each local recipient must reach an agreement with the State on local levels of performance (targets) for each of the core indicators of performance. The State has prepared a worksheet indicating the baselines and proposed performance levels (targets) for the first 2 program years covered by the local plan. Use this worksheet to record the Final Agreed upon Performance Levels (FAUPL) and upload with your local plan. The uploaded FAUPL shall be incorporated into the local plan prior to approval of such plan.

Link to local FAUPL <https://aed.schools.utah.gov/cteperkins>

PERKINS SECTION 02: Performance Data Analysis and Improvement Plan

The Local Plan must include key activities and strategies to accomplish its student continuous performance improvement goals.

Link to Data <https://aed.schools.utah.gov/cteperkins>

Provide the following information for each secondary or each post-secondary indicator

Question 1: Discuss Accuracy and Completeness of Data – Explain problems resulting in inaccurate or incomplete data and how these problems will be resolved. Consider the following:

- Local Perkins funds must be used if necessary to improve reporting and quality of data

Question 2: Explain Results – Describe issues and performance gaps based on thorough analysis of data. Consider the following, emphasizing results that do not meet targets.

- Performance trends and maintaining continuous improvement
- Overall results
- Results for special populations
- Results for high schools or campuses
- Results for individual programs

Question 3: Explain Strategy – Identify strategies to address performance gaps. Consider the following:

- Proven Practices
- Scientifically-based research
- How strategies will address the needs of special population students

Question 4: Explain Action Steps – List action steps to improve performance. Consider the following:

- Specific, achievable interventions
- Measurable activities

SECONDARY MEASURES: Secondary Recipients Only! Post-secondary Recipients Skip to Page 4

1S1 Academic Achievement – Language Arts. Percent of concentrators who have met the proficient or advanced level on the grade 10 Language Arts core test.

Question 1: Accuracy and Completeness	
Question 2: Results	
Question 3: Strategy	
Question 4: Action Steps	
Other Comments:	

1S2 Academic Achievement – Math. Percent of concentrators who have met the proficient or advanced level on either the Algebra or Geometry core test grades 10-12.

Question 1: Accuracy and Completeness	
Question 2: Results	
Question 3: Strategy	
Question 4: Action Steps	
Other Comments:	

2S1 Skill Attainment. Percent of concentrators passing a skill test for one of the required foundation courses in the Program of Study of concentration.

Question 1: Accuracy and Completeness	
Question 2: Results	
Question 3: Strategy	
Question 4: Action Steps	
Other Comments:	

3S1 High School Completion. Percent of concentrators attaining a high school diploma or a GED.

Question 1: Accuracy and Completeness	
Question 2: Results	
Question 3: Strategy	
Question 4: Action Steps	
Other Comments:	

4S1 High School Graduation Rate. Percent of concentrators reported as graduated using your State's approved calculation for graduation rate as defined in your state's accountability workbook

Question 1: Accuracy and Completeness	
Question 2: Results	
Question 3: Strategy	
Question 4: Action Steps	
Other Comments:	

5S1 Placement. Percent of concentrators who were in post-secondary education or advanced training, in military service, or in employment during 2nd quarter after leaving secondary education during the reporting year.

Question 1: Accuracy and Completeness	
Question 2: Results	
Question 3: Strategy	
Question 4: Action Steps	
Other Comments:	

6S1 Non-trad Participants. Percent of non-trad participants enrolled in non-trad programs.

Question 1: Accuracy and Completeness	
Question 2: Results	
Question 3: Strategy	
Question 4: Action Steps	
Other Comments:	

6S2 Non-trad Completers. Percent of non-trad completers of non-trad programs.

Question 1: Accuracy and Completeness	
Question 2: Results	
Question 3: Strategy	
Question 4: Action Steps	
Other Comments:	

POST-SECONDARY LEVEL – Post-secondary Recipients ONLY!

1P1 Skill Attainment. Percent of concentrators obtaining end of course, or short-term industry certifications approved by Utah system of Higher Education (USHE).

Question 1: Accuracy and Completeness	
Question 2: Results	
Question 3: Strategy	
Question 4: Action Steps	
Other Comments:	

2P1 Completion. Percent of concentrators attaining an industry-recognized credential requiring state licensure, a one-year certificate, or degree.

Question 1: Accuracy and Completeness	
Question 2: Results	
Question 3: Strategy	
Question 4: Action Steps	
Other Comments:	

3P1 Retained. Percent of concentrators retained in post-secondary (transferred to another 1, 2, or 4 year program).

Question 1: Accuracy and Completeness	
Question 2: Results	
Question 3: Strategy	
Question 4: Action Steps	
Other Comments:	

4P1 Placement. Percent of completers who are in military, apprenticeship programs, or employment, during 2nd quarter after leaving post-secondary education during the reporting year.

Question 1: Accuracy and Completeness	
Question 2: Results	
Question 3: Strategy	
Question 4: Action Steps	
Other Comments:	

5P1 Non-trad Participants. Percent of non-trad participants in non-trad programs.

Question 1: Accuracy and Completeness	
Question 2: Results	
Question 3: Strategy	
Question 4: Action Steps	
Other Comments:	

5P2 Non-trad Completers. Percent of non-trad completers of non-trad programs.

Question 1: Accuracy and Completeness	
Question 2: Results	
Question 3: Strategy	
Question 4: Action Steps	
Other Comments:	

SECTION 03: LOCAL PLAN NARRATIVE

Local plan for Career and Technical Education Programs. Sec. 134 – LOCAL PLAN REQUIRED - Any eligible recipient desiring financial assistance under this part shall, in accordance with the requirements established by the eligible agency, submit a local plan to the eligible agency. Such local plan shall cover the same period of time applicable to the State plan submitted under section 122. This Local Plan Guide includes the key activities and strategies to accomplish its local Perkins plan and student achievement goals.

(1) CTE Programs Sec 134(b)(1)

Describe how the Career and Technical Education programs required under section 135(b) will be carried out with funds received under this title; Note: Required uses of funds 3,5,6,8,9 are not addressed here as they are covered in other sections.

A. Strengthening academic and CTE skills of students participating in CTE. How recipient will integrate academic requirements with CTE programs of study: (Sec 135(b)(1))

Same as last year? N/A

New Narrative:

B. Developing and implementing CTE Pathways. How recipient is implementing CTE pathways, including the following: (Sec 135(b)(2))

NOTE: If you are supporting and participating in the statewide and regional CTE Pathway initiative, you do not need to complete this question. Simply indicate that you will support and participate in the region project. In any event, all of the following activities must be performed.

1. Providing technical assistance on CTE Programs of Study to all high schools and post-secondary institutions.
2. Developing and implementing regional articulation agreements.
 - a. Converting 2+2 Tech Prep agreements to regional Pathway articulation agreements.
 - b. Applying regional agreements to individual high schools.
 - c. Eliminating duplicate CTE course requirements between secondary and post-secondary.
 - d. Arranging concurrent enrollment opportunities.
 - e. Developing new regional/district Pathway maps and articulation agreements.
3. Developing marketing and training materials, that help students and parents understand how to benefit from CTE Pathways.
4. Training and providing technical assistance to high school counselors, teachers, and administrators, and post-secondary instructors, counselors, and administrators.
5. Representation at statewide and regional CTE Pathways meetings.

Same as last year? N/A

New Narrative:

C. How recipient will develop, improve, or expand use of technology in CTE, which may include a) training CTE faculty and administrators in the use of technology; b) preparing CTE students to enter high-tech occupations; c) encouraging schools to collaborate with high-tech industries to offer voluntary internships, including programs that improve the math and science knowledge of students; or d) modernizing CTE programs. Sec 135(b)(4,7)

Same as last year? N/A

New Narrative:

D. How recipient will improve, develop or offer CTE courses as part of CTE programs of study.

Sec 135(c)(12)
Same as last year? N/A
New Narrative:
E. How recipient will assist Career and Technical Student Organizations (CTSOs). Sec 135(c)(5) Currently all secondary school districts contribute funding to the statewide CTSO program. Use this section to describe what will be done locally by post-secondary institutions, or secondary districts in addition to this statewide project.
Same as last year? N/A
New Narrative:

(2) CTE Activities Sec 134(b)(2)

Describe how the Career and Technical activities will be carried out with respect to meeting state and local adjusted levels of performance established under section 113

1. How will funds be made available to address performance gaps, strategies and action steps described in section 2?
2. How will resources of people, time, and money be focused around student achievement goals?
3. How will equipment purchases be tied to improving student performance?

CTE Activities Narrative:
Same as last year? N/A
New Narrative:

(3) CTE Programs of Study Sec 134(b)(3), Sec 135(b)(3)

List State recognized programs of study currently available and programs of study that will be developed and offered in each high school or post-secondary institution (each recipient must offer at least one)

(A) Describe what will be done so that each high school or post-secondary institution will be able to offer the appropriate courses of not less than 1 of the CTE programs of study described in the State Perkins Plan. Include information on how you will use Perkins funds to improve or develop CTE courses that are part of the CTE programs of study.

(B-D) *(the state plan address how the CTE Pathways meet requirements of Sec 134(b)(3)(B-D). If locals are offering these, then such requirements will be met.*

(E) Describe the process you use to encourage CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects;

CTE Programs of Study Narrative:
Same as last year? N/A
New Narrative:

(4) Professional Development Sec 134(b)(4), Sec 135(b)(5)

Describe how Comprehensive Professional Development (including new teacher mentoring) for Career and Technical Education, academic guidance, and administrative personnel will be provided that promotes the implementation of CTE programs of study and pathways enabling students to take coherent and rigorous CTE content aligned with challenging academic content (including curriculum development)

As responses to this section are prepared, consider the following:

1. The professional development needed to achieve student performance targets.
2. The research base that will be used to determine the content of professional development activities selected for educators.
3. The extent to which professional development results in teacher improvement.
4. Helping educators become qualified in their assigned field of teaching.
5. The use of data on educator quality and student performance to plan professional development.
6. Preparing educators to use research based instructional practices necessary to meet the diverse learning needs of all students including English Language Learners, minority students, students with disabilities, economically disadvantaged students, and others.

7. The use of personnel from USOE, and other available consultants or services to enhance professional development opportunities.

Professional Development Narrative:

Same as last year? N/A

New Narrative:

(5) Collaboration/Stakeholder Involvement Sec 134(b)(5)

Describe how parents, students, academic and Career and Technical Education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of local workforce investment board (section 117 of Public Law 105-220), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of Career and Technical Education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including Career and Technical programs of study;

Stakeholder Involvement Narrative:

Same as last year? N/A

New Narrative:

(6) Size, Scope, and Quality Sec 134(b)(6), Sec 135(b)(8)

This question is covered in the Assurances section

(7) Evaluation and Improvement Sec 134(b)(7), Sec 135(b)(6)

Describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient including how you will evaluate programs carried out with Perkins funds and how the needs of special populations are being met

Evaluation and Improvement Narrative:

Same as last year? N/A

New Narrative:

(8) Addressing the Needs of Special Populations Sec 134(b)(8)

Describe how the eligible recipient will-

(A) ensure equitable access to, and participation in, CTE programs for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended. For further guidance and examples, see the Notice to All Applicants at

<http://www.ed.gov/fund/grant/apply/appforms/gepa427.doc>

(B) identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations;

(C) provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and

(D) provide activities to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency. Sec 135(b)(9)

Special Populations Narrative:

Same as last year? N/A

New Narrative:

(9) Non-discrimination Sec 134(b)(9)

Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations

Non-discrimination Narrative:

Same as last year? N/A

New Narrative:

(10) Nontraditional Preparation Sec 134(b)(10)

Describe how funds will be used to promote preparation for nontraditional fields

Nontraditional Narrative:

Same as last year? N/A

New Narrative:

(11) Career Guidance and Counseling Sec 134(b)(11)

Describe how career guidance and academic counseling will be provided to Career and Technical Education students, including linkages to future education and training opportunities

Career Guidance Narrative:

Same as last year? N/A

New Narrative:

(12) Educator Recruitment and Retention Sec 134(b)(12)

Describe efforts to improve the recruitment and retention of Career and Technical Education teachers, faculty, and career guidance and academic counselors, including individuals in groups under represented in the teaching profession; and the transition to teaching from business and industry.

Recruitment and Retention Narrative:

Same as last year? N/A

New Narrative:

SECTION 04: ASSURANCES**(1) Assurance – LEA eligibility**

You must provide a signed assurance that the LEA submitting the plan is eligible to receive federal funding, and may legally carry out each provision of the plan

As the duly authorized representative of the application, I hereby certify that the application will comply with:

LEA eligibility Assurances

☐ Yes, I do so certify.

☐ No, I do not so certify.

If unable to comply, please explain:

(2) Assurance – LEA adoption and approval of plan

The agency that submits the plan has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]

As the duly authorized representative of the application, I hereby certify that the application will comply with:

LEA adoption and approval of plan Assurances

☐ Yes, I do so certify.

☐ No, I do not so certify.

If unable to comply, please explain:

(3) Assurance – Plan is basis for administration of Perkins Program

The plan is the basis for Local operation and administration of the program. [34 CFR 76.104(a)(8)]

As the duly authorized representative of the application, I hereby certify that the application will comply with:

Perkins Program Assurances

- ☐ Yes, I do so certify.
☐ No, I do not so certify.

If unable to comply, please explain:

(4) Assurance – Limitation for Certain Students

You must provide a signed assurance that you will not use Perkins funds to provide programs for students prior to the seventh grade, except that equipment and facilities purchased with Perkins funds may be used by such students. [Perkins Act, Section 315]

As the duly authorized representative of the application, I hereby certify that the application will comply with:

Limitation for students prior to the seventh grade Assurances

- ☐ Yes, I do so certify.
☐ No, I do not so certify.

If unable to comply, please explain:

(5) Assurance – Size, Scope and Quality

You must provide a signed assurance that the eligible recipient will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs (Sec. 134. (b) (6))

Perkins funds are intended to support, or assist in developing programs of the following size, scope, and quality.

1. Size – Program must
 - a. Include a State Recognized CTE pathway (or Program of Study) containing a coherent sequence of courses
 - b. Provide an opportunity for students to become CTE Concentrators
2. Scope
 - a. Courses must include rigorous, coherent CTE content aligned with challenging academic standards.
 - b. Links, or articulation maps, must exist between the secondary and post-secondary programs of study
3. Quality – Program must
 - a. Incorporate State-approved standards
 - b. Submit to State-approved evaluations, or assessments
 - c. Implement a continuous program improvement process approved by the State

As the duly authorized representative of the application, I hereby certify that the application will comply with:

Size, Scope and Quality Assurances

- ☐ Yes, I do so certify.
☐ No, I do not so certify.

If unable to comply, please explain:

(6) Assurance – Compliance with the Law

You must provide a signed assurance that you will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]

As the duly authorized representative of the application, I hereby certify that the application will comply with:

Compliance with the Law Assurance

- ☐ Yes, I do so certify.
☐ No, I do not so certify.

If unable to comply, please explain:

(7) Assurance – Equipment

You must provide a signed assurance that you will not use funds to acquire equipment/software when acquisition results in direct financial benefit to any organization representing the interests of the purchasing entity or its employees or its affiliate.

As the duly authorized representative of the application, I hereby certify that the application will comply with:

Equipment Assurance

- ☐ Yes, I do so certify.
☐ No, I do not so certify.

If unable to comply, please explain:

(8) Assurance – Lobbying

As required by Section 1352, Title 31 of the US Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections §82.105 and §82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the application, I hereby certify that the application will comply with

Lobbying Assurances

- ☐ Yes, I do so certify.
☐ No, I do not so certify.

If unable to comply, please explain:

(9) Assurance – Debarment, Suspension, and other Responsibility Matters

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections §85.105 and §85.110

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2) (b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, the individual shall attach an explanation to this application.

As the duly authorized representative of the application, I hereby certify that the application will comply with

Debarment Assurances

- ☐ Yes, I do so certify.
- ☐ No, I do not so certify.

If unable to comply, please explain:

(10) Assurance – Drug Free

DRUG-FREE WORKPLACE

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections §85.605 and §85.610 -

A) The applicant certifies that it will or will continue to provide a drug-free workplace by:

- a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- b) Establishing an on-going drug-free awareness program to inform employees about:
 - 1) The dangers of drug abuse in the workplace;
 - 2) The grantee's policy of maintaining a drug-free workplace;
 - 3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - 4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- c) Making it a requirement that each employee engaged in the performance of the grant is given a copy of the statement required by paragraph (a);
- d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 - 1) Abide by the terms of the statement; and
 - 2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
- e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, US Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA, Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

- f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 - 1) Take appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - 2) Require such an employee to participate satisfactorily in a drug abuse assistance or rehabilitation programs approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
 - g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
- B) The grantee may insert in the space provided below the site(s) for the performance of work completed in connection with the specific grant:
 Place of Performance (Street address, City, County, State, Zip code)

Check [] if there are workplaces on file that are not identified here.

As the duly authorized representative of the application, I hereby certify that the application will comply with:

Drug-free Assurances

- ☐ Yes, I do so certify.
☐ No, I do not so certify.

Optional: List Other Workplaces

(11) Assurance – Nonprofit private school participation in professional development programs

You must provide a signed assurance that the eligible recipient will, to the extent practicable, upon written request, permit CTE secondary school teachers, administrators, and other personnel in nonprofit private schools, located in the geographical area served by such eligible recipient, to participate in professional development programs. [Sec. 317(a)]

As the duly authorized representative of the application, I hereby certify that the application will comply with:

Nonprofit private school participation in professional development programs Assurance

- ☐ Yes, I do so certify.
☐ No, I do not so certify.

If unable to comply, please explain:

(12) Assurance – Nonprofit private school participation in CTE programs

You must provide a signed assurance that the eligible recipient will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]

As the duly authorized representative of the application, I hereby certify that the application will comply with:

CTE Programs Assurance

- ☐ Yes, I do so certify.
☐ No, I do not so certify.

If unable to comply, please explain:

(13) Assurance – Supplanting

You must provide a signed assurance that you will use funds made available from this Act to supplement and not supplant state and local funds

As the duly authorized representative of the application, I hereby certify that the application will comply with

Supplanting Assurance

- ☐ Yes, I do so certify.
☐ No, I do not so certify.

If unable to comply, please explain:

(14) Assurance – Meeting needs of special populations

You must provide a signed assurance that you will provide members of special populations with equal access to activities and programs funded under this act.

As the duly authorized representative of the application, I hereby certify that the application will comply with:

Special Populations Assurance

- ☐ Yes, I do so certify.
☐ No, I do not so certify.

If unable to comply, please explain:

(15) Assurance – Non-discrimination

You must provide a signed assurance that you will not discriminate against members of special populations because of their status as special populations

As the duly authorized representative of the application, I hereby certify that the application will comply with:

Non-discrimination Assurance

- ☐ Yes, I do so certify.
☐ No, I do not so certify.

If unable to comply, please explain:

SECTION 05: CERTIFICATION

By entering the following information and uploading this document, the CTE Director, as the duly authorized representative of the recipient, certifies that the recipient will comply with the above certifications, and that all other information provided in this document is accurate.

NAME OF RECIPIENT

PROJECT NAME

NAME AND TITLE OF CTE DIRECTOR

DATE

Attachment II

Secondary Programs of Study Leading to Nontraditional, High-skill, High-wage, or High-demand Occupations

Area of Study	Program of Study (Pathway)	* Non Trad Gender	** Occupation Title	Hourly Wage Mean (High-wage)	Number of Annual Openings (High-demand)	** Skill Level (High-skill)
Agriculture						
	1	Agricultural Systems Technology	F			
			Agricultural Equipment Operators		59	
			Farm Equipment Mechanics			Post-secondary vocational training
	2	Horticultural Science and Management	F			
			Floral Designers		52	
	3	Natural Resources Science and Management	F			
			Environmental Engineering Technicians	\$17.24		Associate degree
			Environmental Science and Protection Technicians, Including Health	\$17.95		Associate degree
			Fish and Game Wardens	\$19.33		Associate degree
			Forest and Conservation Technicians			Associate degree
			Forest and Conservation Workers	\$16.11		
			Forest Fire Inspectors and Prevention Specialists	\$18.60		
	4	Production/Processing-Animal Science	F			
			Agricultural and Food Science Technicians			Associate degree
			Animal Trainers	\$17.76		
			Veterinary Technologists and Technicians			Associate degree
	5	Production/Processing-Plant and Soil Science	F			
			Agricultural and Food Science Technicians			Associate degree
	6	Production/Processing-Science and Management	F			
			Agricultural and Food Science Technicians			Associate degree
			Farm Labor Contractors	\$21.62		
			Farmers and Ranchers	\$19.72	58	

Area of Study		Program of Study (Pathway)	* Non Trad Gender	** Occupation Title	** Hourly Wage Mean (High-wage)	** Number of Annual Openings (High-demand)	** Skill Level (High-skill)
Business							
	1	Accounting & Finance					
				Bookkeeping, Accounting, and Auditing Clerks		593	
	2	Business Administrative Support	M				
				Executive Secretaries and Administrative Assistants	\$16.32	469	
	3	Business Technology Support					
				Desktop Publishers	\$16.16		Post-secondary vocational training
	4	Business/Marketing Management					
				Managers, All Other	\$34.97	312	
	5	Entrepreneurship: Business Ownership					
				First-Line Supervisors/Managers of Office and Administrative Support Workers	\$19.53	470	State License or Industry Recognized Credential
				Managers, All Other	\$34.97	312	

Area of Study	Program of Study (Pathway)	* Non Trad Gender	** Occupation Title	** Hourly Wage Mean (High-wage)	** Number of Annual Openings (High-demand)	** Skill Level (High-skill)
Family & Consumer Science						
	1	Child Development	M			
				Preschool Teachers, Except Special Education	192	Post-secondary vocational training
	2	Consumer Economic Services	M			
				Customer Services Representatives	1389	
	3	Family & Human Services	M			
				Social & Human Services Assistant	313	
	4	Fashion Design, Manufacturing & Merchandising	M			
				Fabric and Apparel Patternmakers		
				Fabric Menders, Except Garment	\$18.45	
				Fashion Designers	\$17.17	Associate degree
				Sewing Machine Operators		
				Textile Cutting Machine Setters, Operators, and Tenders		
				Textile Knitting and Weaving Machine Setters, Operators, and Tenders		
				Textile Winding, Twisting, and Drawing Out Machine Setters, Operators, and Tenders		
	5	Food Science, Dietetics, & Nutrition	M			
				Agricultural and Food Science Technicians		Associate degree
				Dietetic Technicians		
	6	Food Service and Culinary Arts				
				Bakers	98	
				Chefs and Head Cooks	59	State License or Industry Recognized Credential
				Cooks, All Other		
				Cooks, Institution and Cafeteria	198	
				Cooks, Restaurant	352	
				Food Service Managers	\$19.23	260
	7	Hospitality Services	M			

				Lodging Managers	\$21.47	55	
	8	Interior Design	F				
				Interior Designers	\$20.62		Associate degree
				Upholsterers			

Area of Study	Program of Study (Pathway)	* Non Trad Gender	** Occupation Title	** Hourly Wage Mean (High-wage)	** Number of Annual Openings (High-demand)	** Skill Level (High-skill)
Health Science & Technology						
	1	American Sign Language				
			Interpreters and Translators			Associate degree
	2	Biotechnology				
			Medical and Clinical Laboratory Technicians		129	Associate degree
	3	Dental Assistant	M			
			Dental Assistants		305	
	4	Emergency Medical Technician (EMT)	F			
			Emergency Medical Technicians and Paramedics		93	Post-secondary vocational training
	5	Exercise Science/Sports Medicine				
			Fitness Trainers and Aerobics Instructors	\$17.40	130	Post-secondary vocational training
	6	Medical Assistant	M			
			Medical Assistants		327	
	7	Medical Office Administrative Assistant	M			
			Medical Secretaries		162	Post-secondary vocational training
	8	Nurse Assistant	M			
			Nursing Aides, Orderlies, and Attendants		527	Post-secondary vocational training
	9	Pharmacy Technician	M			
			Pharmacy Technicians		146	State License or Industry Recognized Credential
	10	Surgical Technician	M			
			Surgical Technologists		67	Post-secondary vocational training

Area of Study	Program of Study (Pathway)	* Non Trad Gender	** Occupation Title	** Hourly Wage Mean (High-wage)	** Number of Annual Opening s (High-demand)	** Skill Level (High-skill)
Information Technology						
	1 Database Development and Administration	F				
			Computer Specialists, All Other	\$24.12	74	Associate degree
	2 Digital Media (Multimedia)	F				
			Computer Specialists, All Other	\$24.12	74	Associate degree
	3 Network Systems	F				
			Computer Specialists, All Other	\$24.12	74	Associate degree
	4 Programming/Software Development	F				
			Computer Specialists, All Other	\$24.12	74	Associate degree
	5 Technical Support	F				
			Computer Support Specialists	\$17.16	285	Associate degree
	6 Web Development & Administration	F				
			Computer Specialists, All Other	\$24.12	74	Associate degree

Area of Study		Program of Study (Pathway)	* Non Trad Gender	** Occupation Title	** Hourly Wage Mean (High-wage)	** Number of Annual Openings (High-demand)	** Skill Level (High-skill)
Marketing							
	1	Business/Marketing Management					
				Managers, All Other	\$34.97	312	
	2	Entrepreneurship: Business Ownership					
				Managers, All Other	\$34.97	312	
	3	Hospitality & Tourism					
				Lodging Managers	\$21.47	55	
	4	Sales & Service Marketing					
				Sales Representatives, Services, All Other	\$18.90	236	

Area of Study	Program of Study (Pathway)	* Non Trad Gender	** Occupation Title	** Hourly Wage Mean (High-wage)	** Number of Annual Openings (High-demand)	** Skill Level (High-skill)
Technology & Engineering						
	1	Project Lead the Way (National Pre-Engineering Program)	F			
				Aerospace Engineering and Operations Technicians	\$23.52	Associate degree
				Civil Engineering Technicians	\$18.40	60 Associate degree
				Electrical and Electronic Engineering Technicians	\$24.74	113 Associate degree
				Electro-Mechanical Technicians	\$19.44	Associate degree
				Engineering Technicians, Except Drafters, All Other	\$26.06	Associate degree
				Industrial Engineering Technicians	\$22.19	Associate degree
				Mechanical Engineering Technicians	\$20.58	Associate degree
	2	Utah Pre-Engineering Plan	F			
				Aerospace Engineering and Operations Technicians	\$23.52	Associate degree
				Civil Engineering Technicians	\$18.40	60 Associate degree
				Electrical and Electronic Engineering Technicians	\$24.74	113 Associate degree
				Electro-Mechanical Technicians	\$19.44	Associate degree
				Engineering Technicians, Except Drafters, All Other	\$26.06	Associate degree
				Industrial Engineering Technicians	\$22.19	Associate degree
				Mechanical Engineering Technicians	\$20.58	Associate degree

Area of Study		Program of Study (Pathway)	* Non Trad Gender	** Occupation Title	** Hourly Wage Mean (High-wage)	** Number of Annual Openings (High-demand)	** Skill Level (High-skill)
Trades & Technical							
	1	Automotive Collision Repair	F				
				Automotive Body and Related Repairers	\$17.11	152	State License or Industry Recognized Credential
				Automotive Glass Installers and Repairers			
	2	Automotive Service Technician	F				
				Automotive Service Technicians and Mechanics	\$16.32	517	Post-secondary vocational training
				Motorboat Mechanics			
				Motorcycle Mechanics	\$15.96		
				Recreational Vehicle Service Technicians	\$16.05		State License or Industry Recognized Credential
	3	Cabinetmaking/Millwork	F				
				Cabinetmakers and Bench Carpenters		163	
				Furniture Finishers			
				Woodworkers, All Other			
				Woodworking Machine Setters, Operators, and Tenders, Except Sawing			
	4	Carpentry	F				
				Carpenters		891	State License or Industry Recognized Credential
				Construction and Building Inspectors	\$20.26	51	State License or Industry Recognized Credential
				Construction Laborers		450	
	5	Commercial Art					
				Artists and Related Workers, All Other			
				Craft Artists			
				Fine Artists, Including Painters, Sculptors, and Illustrators	\$22.95		

Area of Study	Program of Study (Pathway)		* Non Trad Gender	** Occupation Title	** Hourly Wage Mean (High-wage)	** Number of Annual Openings (High-demand)	** Skill Level (High-skill)
Trades & Technical (continued)							
	6	Commercial Aviation	F				
				Aerospace Engineering and Operations Technicians	\$23.52		Associate degree
				Air Traffic Controllers	\$47.80		State License or Industry Recognized Credential
				Aircraft Cargo Handling Supervisors	\$22.56		
				Aircraft Mechanics and Service Technicians	\$22.54	71	Post-secondary vocational training
				Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	\$19.24		
				Airfield Operations Specialists			
	7	Commercial Photography					
				Photographers		83	
				Photographic Process Workers			
	8	Cosmetology/Barbering					
				Barbers			Post-secondary vocational training
				Hairdressers, Hairstylists, and Cosmetologists		322	Post-secondary vocational training
				Manicurists and Pedicurists			Post-secondary vocational training
	9	Drafting/CAD	F				
				Architectural and Civil Drafters	\$17.15	51	Post-secondary vocational training
				Drafters, All Other	\$16.51		Post-secondary vocational training
				Electrical and Electronics Drafters	\$19.17		Post-secondary vocational training
				Mechanical Drafters	\$18.62		Post-secondary vocational training
	10	Electrician	F				
				Electrical Power-Line Installers and Repairers	\$23.41		State License or Industry Recognized Credential
				Electricians	\$15.91	319	State License or Industry Recognized Credential

Area of Study	Program of Study (Pathway)		* Non Trad Gender	** Occupation Title	** Hourly Wage Mean (High-wage)	** Number of Annual Openings (High-demand)	** Skill Level (High-skill)
Trades & Technical (continued)							
	11	Electronics	F				
				Electric Motor, Power Tool, and Related Repairers			Post-secondary vocational training
				Electrical and Electronic Engineering Technicians	\$24.74	113	Associate degree
				Electrical and Electronics Drafters	\$19.17		Post-secondary vocational training
				Electrical and Electronics Installers and Repairers, Transportation Equipment	\$17.93		Post-secondary vocational training
				Electrical and Electronics Repairers, Commercial and Industrial Equipment	\$21.93		Post-secondary vocational training
				Electronic Equipment Installers and Repairers, Motor Vehicles	\$16.42		Post-secondary vocational training
				Electronic Home Entertainment Equipment Installers and Repairers		111	Post-secondary vocational training
	12	Firefighting	F				
				Emergency Medical Technicians and Paramedics		93	Post-secondary vocational training
				Fire Fighters		178	State License or Industry Recognized Credential
	13	Graphics/Printing	F				
				Desktop Publishers	\$16.16		Post-secondary vocational training
				Prepress Technicians and Workers			Post-secondary vocational training
	14	Heavy Duty Diesel	F				
				Bus and Truck Mechanics and Diesel Engine Specialists	\$17.60	160	Post-secondary vocational training
	15	HVAC	F				
				Heating, Air Conditioning, and Refrigeration Mechanics and Installers	\$17.48	109	State License or Industry Recognized Credential

Area of Study	Program of Study (Pathway)		* Non Trad Gender	** Occupation Title	** Hourly Wage Mean (High-wage)	** Number of Annual Openings (High-demand)	** Skill Level (High-skill)
Trades & Technical (continued)							
	16	Law Enforcement	F				
				Correctional Officers and Jailers	\$16.12	116	
				Detectives and Criminal Investigators	\$24.37		
				Police and Sheriff's Patrol Officers	\$18.68	249	State License or Industry Recognized Credential
				Police, Fire, and Ambulance Dispatchers			
	17	Machine Tool	F				
				Machinists	\$17.37	190	State License or Industry Recognized Credential
				Numerical Tool and Process Control Programmers	\$17.18		
				Tool and Die Makers	\$20.38		State License or Industry Recognized Credential
	18	Plumbing	F				
				Plumbers, Pipefitters, and Steamfitters	\$20.23	316	State License or Industry Recognized Credential
	19	Television Broadcasting Technician	F				
				Audio and Video Equipment Technicians		79	
				Broadcast Technicians			Associate degree
				Camera Operators, Television, Video, and Motion Picture	\$20.10		
				Media and Communication Equipment Workers, All Other	\$22.78		
				Sound Engineering Technicians	\$20.95		Post-secondary vocational training
	20	Welding	F				
				Welders, Cutters, Solderers, and Brazers		245	State License or Industry Recognized Credential
				Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders			
* Nontraditional (male and female) designations based on U.S. Office of Vocational & Adult Education (OVAE) crosswalk tables using data from Bureau of Labor Statistics (BLS), 2005.							
** High-wage, high-demand, high-skill designations based on Utah Department of Workforce Services 2004-2014 statewide occupational projections.							

Attachment III

Post-secondary Programs of Study Leading to Nontraditional, High-skill, High-wage, or High-demand Occupations

Institution	Program of Study (Pathway)	* Non Trad Gender	** Occupation Title	** Hourly Wage Mean (High-wage)	** Number of Annual Openings (High-demand)	** Skill Level (High-skill)
CEU (1 Year Cert)						
	1 Automotive Technology	F				
			Automotive Body and Related Repairers	\$17.11	152	State License or Industry Recognized Credential
	2 Building Construction & Construction Management	F				
			First-Line Supervisors/Managers of Construction Trades and Extraction Workers	\$22.29	502	
	3 Computer Systems	M				
			Data Entry Keyers		79	
	4 Cosmetology	M				
			Hairdressers, Hairstylists, and Cosmetologists		322	Post-secondary vocational training
	5 Graphic Communications	F				
			Printing Machine Operators		101	
	6 Heavy Equipment	F				
			Crane and Tower Operators	\$19.21		
			Highway Maintenance Workers			
			Operating Engineers and Other Construction Equipment Operators	\$16.20	245	
	7 Nursing	M				
			Registered Nurses	\$24.80	1148	Associate degree
	8 Nursing (Licensed Practical Nurse)	M				
			Licensed Practical and Licensed Vocational Nurses		163	Post-secondary vocational training
	9 Trucking	F				
			Railroad Conductors and Yardmasters	\$30.45		

Institution	Program of Study (Pathway)	* Non Trad Gender	** Occupation Title	** Hourly Wage Mean (High-wage)	** Number of Annual Openings (High-demand)	** Skill Level (High-skill)
CEU (AAS)						
	1 Automotive Technology	F				
			Automotive Body and Related Repairers	\$17.11	152	State License or Industry Recognized Credential
	2 Building Construction & Construction Management	F				
			First-Line Supervisors/Managers of Construction Trades and Extraction Workers	\$22.29	502	
	3 Business	F				
			Cost Estimators	\$29.29	118	
			Industrial Production Managers	\$37.81	72	
			Transportation, Storage, and Distribution Managers	\$30.43	62	
	4 Cosmetology	M				
			Hairdressers, Hairstylists, and Cosmetologists		322	Post-secondary vocational training
	5 Diesel Equipment Technology	F				
			Bus and Truck Mechanics and Diesel Engine Specialists	\$17.60	160	Post-secondary vocational training
	6 Nursing	M				
			Registered Nurses	\$24.80	1148	Associate degree

Institution	Program of Study (Pathway)	* Non Trad Gender	** Occupation Title	** Hourly Wage Mean (High-wage)	** Number of Annual Openings (High-demand)	** Skill Level (High-skill)
CEU (License)						
	1	Commercial Driver License				
			Commercial Driver License			State License or Industry Recognized Credential
	2	Construction: Contractor				
			Construction: Contractor			State License or Industry Recognized Credential
	3	Cosmetology/Barbering				
			Cosmetology/Barbering			State License or Industry Recognized Credential
	4	Electrician: Apprentice				
			Electrician: Apprentice			State License or Industry Recognized Credential
	5	Journeyman Apprentices (there are four listed with DOPL)				
			Journeyman Apprentices (there are four listed with DOPL)			State License or Industry Recognized Credential
	6	Nail Technician				
			Nail Technician			State License or Industry Recognized Credential
	7	Nursing: Certified Nurse Assistant (CNA)				
			Nursing: Certified Nurse Assistant (CNA)			State License or Industry Recognized Credential
	8	Nursing: Licensed Practical Nurse (L.P.N..)				
			Nursing: Licensed Practical Nurse (L.P.N..)			State License or Industry Recognized Credential
	9	Nursing: Registered Nurse (R.N.)				
			Nursing: Registered Nurse (R.N.)			State License or Industry Recognized Credential

Institution	Program of Study (Pathway)	* Non Trad Gender	** Occupation Title	** Hourly Wage Mean (High-wage)	** Number of Annual Openings (High-demand)	** Skill Level (High-skill)
Dixie College (1 Year Cert)						
	1 Aeronautics Technology	F	Transportation, Storage, and Distribution Managers	\$30.43	62	
	2 Graphic Communications	F	Job Printers			
			Printing Machine Operators		101	
	3 Nursing (Licensed Practical Nurse)	M				
			Licensed Practical and Licensed Vocational Nurses		163	Post-secondary vocational training

Institution	Program of Study (Pathway)		* Non Trad Gender	** Occupation Title	** Hourly Wage Mean (High-wage)	** Number of Annual Openings (High-demand)	** Skill Level (High-skill)
Dixie College (AAS)							
	1	Automotive Mechanics	F				
				Automotive Service Technicians and Mechanics	\$16.32	517	Post-secondary vocational training
	2	Dental Hygiene	M				
				Dental Hygienists	\$26.85	73	Associate degree
	3	Nursing	M				
				Registered Nurses	\$24.80	1148	Associate degree

Institution	Program of Study (Pathway)	* Non Trad Gender	** Occupation Title	** Hourly Wage Mean (High-wage)	** Number of Annual Openings (High-demand)	** Skill Level (High-skill)
Dixie College (License)						
	1 Dental Hygienist		Dental Hygienist			State License or Industry Recognized Credential
	2 Emergency Medical Technician (Basic)		Emergency Medical Technician (Basic)			State License or Industry Recognized Credential
	3 Emergency Medical Technician (Intermediate)		Emergency Medical Technician (Intermediate)			State License or Industry Recognized Credential
	4 Nursing: Certified Nurse Assistant (CNA)		Nursing: Certified Nurse Assistant (CNA)			State License or Industry Recognized Credential
	5 Nursing: Licensed Practical Nurse (L.P.N..)		Nursing: Licensed Practical Nurse (L.P.N..)			State License or Industry Recognized Credential
	6 Nursing: Registered Nurse (R.N.)		Nursing: Registered Nurse (R.N.)			State License or Industry Recognized Credential
	7 Paramedic		Paramedic			State License or Industry Recognized Credential
	8 Phlebotomy		Phlebotomy			State License or Industry Recognized Credential
	9 Radiology Technologist		Radiology Technologist			State License or Industry Recognized Credential
	10 Surgical Technology		Surgical Technology			State License or Industry Recognized Credential

Institution	Program of Study (Pathway)	* Non Trad Gender	** Occupation Title	** Hourly Wage Mean (High-wage)	** Number of Annual Openings (High-demand)	** Skill Level (High-skill)
SLCC (1 Year Cert)						
	1 Accounting	M				
			Billing and Posting Clerks and Machine Operators		154	
			Bookkeeping, Accounting, and Auditing Clerks		593	
			Payroll and Timekeeping Clerks		87	
	2 Culinary Arts Apprenticeship	F				
			Chefs and Head Cooks		59	State License or Industry Recognized Credential
	3 Electricity	F				
			Electrical Power-Line Installers and Repairers	\$23.41		State License or Industry Recognized Credential
			First-Line Supervisors/Managers of Construction Trades and Extraction Workers	\$22.29	502	
	4 Institute of Public Safety	F				
			Detectives and Criminal Investigators	\$24.37		
			Police and Sheriff's Patrol Officers	\$18.68	249	State License or Industry Recognized Credential
	5 Maintenance Mechanics	F				
			Millwrights	\$17.51		State License or Industry Recognized Credential

Institution	Program of Study (Pathway)	* Non Trad Gender	** Occupation Title	** Hourly Wage Mean (High-wage)	** Number of Annual Openings (High-demand)	** Skill Level (High-skill)
SLCC (AAS)						
	1 Accounting	M				
			Billing and Posting Clerks and Machine Operators		154	
			Bookkeeping, Accounting, and Auditing Clerks		593	
			Payroll and Timekeeping Clerks		87	
	2 Automotive Technology	F				
			Automotive Service Technicians and Mechanics	\$16.32	517	Post-secondary vocational training
	3 Aviation Technology/Professional Pilot/Aviation Maintenance	F				
			Aircraft Mechanics and Service Technicians	\$22.54	71	Post-secondary vocational training
	4 Brick Mason Apprenticeship	F				
			First-Line Supervisors/Managers of Construction Trades and Extraction Workers	\$22.29	502	
	5 Building Construction & Construction Management	F				
			First-Line Supervisors/Managers of Construction Trades and Extraction Workers	\$22.29	502	
			Maintenance and Repair Workers, General		509	
	6 Cement Mason Technology Apprenticeship	F				
			First-Line Supervisors/Managers of Construction Trades and Extraction Workers	\$22.29	502	
	7 Cosmetology	M				
			Hairdressers, Hairstylists, and Cosmetologists		322	Post-secondary vocational training
	8 Criminal Justice	F				
			First-Line Supervisors/Managers of Police and Detectives	\$25.75	80	
	9 Culinary Arts Apprenticeship	F				
			Chefs and Head Cooks		59	State License or Industry Recognized Credential

Institution	Program of Study (Pathway)	* Non Trad Gender	** Occupation Title	** Hourly Wage Mean (High-wage)	** Number of Annual Openings (High-demand)	** Skill Level (High-skill)
SLCC (AAS) (continued)						
	10 Dental Hygiene	M	Dental Hygienists	\$26.85	73	Associate degree
	11 Diesel Equipment Technology	F	Bus and Truck Mechanics and Diesel Engine Specialists	\$17.60	160	Post-secondary vocational training
	12 Electricity	F	Electrical Power-Line Installers and Repairers	\$23.41		State License or Industry Recognized Credential
			First-Line Supervisors/Managers of Construction Trades and Extraction Workers	\$22.29	502	
	13 Heating, Ventilation, & Air Conditioning/Apprenticeship/JATC Technology	F	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	\$17.48	109	State License or Industry Recognized Credential
	14 Machine Tool Technology	F	Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic Machinists	\$17.37	190	State License or Industry Recognized Credential
	15 Maintenance Mechanics	F	Millwrights	\$17.51		State License or Industry Recognized Credential
	16 Nursing	M	Registered Nurses	\$24.80	1148	Associate degree
	17 Paralegal/Legal Assistant	M	Paralegals and Legal Assistants	\$18.96	96	Associate degree
	18 Plumber	F	First-Line Supervisors/Managers of Construction Trades and Extraction Workers	\$22.29	502	
	19 Sheet Metal JATC Technology Apprenticeship	F	Sheet Metal Workers	\$18.78	131	State License or Industry Recognized Credential
	20 Surveying	F	Surveying and Mapping Technicians			State License or Industry Recognized Credential

Institution	Program of Study (Pathway)	* Non Trad Gender	** Occupation Title	** Hourly Wage Mean (High-wage)	** Number of Annual Openings (High-demand)	** Skill Level (High-skill)
SLCC (License)						
	1 Aviation Technology: Professional Pilot					
			Aviation Technology: Professional Pilot			State License or Industry Recognized Credential
	2 Cosmetology/Barbering					
			Cosmetology/Barbering			State License or Industry Recognized Credential
	3 Dental Hygienist					
			Dental Hygienist			State License or Industry Recognized Credential
	4 Electrician: Apprentice					
			Electrician: Apprentice			State License or Industry Recognized Credential
	5 Medical Lab Technology					
			Medical Lab Technology			State License or Industry Recognized Credential
	6 Nursing: Registered Nurse (R.N.)					
			Nursing: Registered Nurse (R.N.)			State License or Industry Recognized Credential
	7 Pipefitters					
			Pipefitters			State License or Industry Recognized Credential
	8 Plumber: Journeyman					
			Plumber: Journeyman			State License or Industry Recognized Credential
	9 Plumber: Upgrade for Backflow Prevention Certification					
			Plumber: Upgrade for Backflow Prevention Certification			State License or Industry Recognized Credential
	10 Radiology Technologist					
			Radiology Technologist			State License or Industry Recognized Credential

Institution	Program of Study (Pathway)	* Non Trad Gender	** Occupation Title	** Hourly Wage Mean (High-wage)	** Number of Annual Openings (High-demand)	** Skill Level (High-skill)
Snow College (1 Year Cert)						
	1 Building Construction	F				
			Construction Laborers		450	
			First-Line Supervisors/Managers of Construction Trades and Extraction Workers	\$22.29	502	
			Structural Iron and Steel Workers	\$16.91		State License or Industry Recognized Credential
	2 Culinary Arts	F				
			Chefs and Head Cooks		59	State License or Industry Recognized Credential
	3 Nursing (Licensed Practical Nurse)	M				
			Licensed Practical and Licensed Vocational Nurses		163	Post-secondary vocational training

Institution	Program of Study (Pathway)	* Non Trad Gender	** Occupation Title	** Hourly Wage Mean (High-wage)	** Number of Annual Openings (High-demand)	** Skill Level (High-skill)
Snow College (AAS)						
	1 Art and Graphic Communications	F				
			Printing Machine Operators		101	
	2 Automotive	F				
			Automotive Service Technicians and Mechanics	\$16.32	517	Post-secondary vocational training
	3 Building Construction	F				
			Construction Laborers		450	
			First-Line Supervisors/Managers of Construction Trades and Extraction Workers	\$22.29	502	
			Structural Iron and Steel Workers	\$16.91		State License or Industry Recognized Credential
	4 Business	F				
			Cost Estimators	\$29.29	118	
			Industrial Production Managers	\$37.81	72	
			Transportation, Storage, and Distribution Managers	\$30.43	62	
	5 Collision Repair & Refinishing Technology	F				
			Automotive Body and Related Repairers	\$17.11	152	State License or Industry Recognized Credential
	6 Cosmetology/Barbering	M				
			Hairdressers, Hairstylists, and Cosmetologists		322	Post-secondary vocational training
	7 Culinary Arts	F				
			Chefs and Head Cooks		59	State License or Industry Recognized Credential
	8 Diesel and Heavy Duty Mechanics	F				
			Bus and Truck Mechanics and Diesel Engine Specialists	\$17.60	160	Post-secondary vocational training
	9 Machine Tool	F				
			Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic			
			Machinists	\$17.37	190	State License or Industry Recognized Credential

Institution	Program of Study (Pathway)	* Non Trad Gender	** Occupation Title	** Hourly Wage Mean (High-wage)	** Number of Annual Openings (High-demand)	** Skill Level (High-skill)
Snow College (License)						
	1 Commercial Driver License		Commercial Driver License			State License or Industry Recognized Credential
	2 Cosmetology/Barbering	M	Hairdressers, Hairstylists, and Cosmetologists		322	Post-secondary vocational training
	3 Cosmetology/Barbering Instructor		Cosmetology/Barbering Instructor			State License or Industry Recognized Credential
	4 Emergency Medical Technician		Emergency Medical Technician			State License or Industry Recognized Credential
	5 Nail Technician		Nail Technician			State License or Industry Recognized Credential
	6 Nursing: Certified Nurse Assistant (CNA)		Nursing: Certified Nurse Assistant (CNA)			State License or Industry Recognized Credential
	7 Nursing: Licensed Practical Nurse (L.P.N..)		Nursing: Licensed Practical Nurse (L.P.N..)			State License or Industry Recognized Credential
	8 Nursing: Registered Nurse (R.N.)		Nursing: Registered Nurse (R.N.)			State License or Industry Recognized Credential

Institution	Program of Study (Pathway)	* Non Trad Gender	** Occupation Title	** Hourly Wage Mean (High-wage)	** Number of Annual Openings (High-demand)	** Skill Level (High-skill)
SUU (1 Year Cert)						
	1 Construction Technology	F				
			Carpenters		891	State License or Industry Recognized Credential
			First-Line Supervisors/Managers of Construction Trades and Extraction Workers	\$22.29	502	
	2 Machine Tool Technology	F				
			Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic			
			Machinists	\$17.37	190	State License or Industry Recognized Credential
	3 Public Administration	F				
			Transportation, Storage, and Distribution Managers	\$30.43	62	

Institution	Program of Study (Pathway)	* Non Trad Gender	** Occupation Title	** Hourly Wage Mean (High-wage)	** Number of Annual Openings (High-demand)	** Skill Level (High-skill)
SUU (AAS)						
	1 Cabinetmaking & Millwork	F	Cabinetmakers and Bench Carpenters		163	
			Sawing Machine Setters, Operators, and Tenders, Wood			
	2 Construction Technology	F	Carpenters		891	State License or Industry Recognized Credential
			First-Line Supervisors/Managers of Construction Trades and Extraction Workers	\$22.29	502	
	3 Criminal Justice	F	First-Line Supervisors/Managers of Police and Detectives	\$25.75	80	
	4 Nursing	M	Registered Nurses	\$24.80	1148	Associate degree
	5 Paralegal/Legal Assistant	M	Paralegals and Legal Assistants	\$18.96	96	Associate degree

Institution	Program of Study (Pathway)	* Non Trad Gender	** Occupation Title	** Hourly Wage Mean (High-wage)	** Number of Annual Openings (High-demand)	** Skill Level (High-skill)
UCAT (1 Year Cert)						
	1 Auto Body	F	Automotive Body and Related Repairers	\$17.11	152	State License or Industry Recognized Credential
	2 Automotive Technician	F	Automotive Service Technicians and Mechanics	\$16.32	517	Post-secondary vocational training
	3 Building Construction	F	Construction Laborers		450	
			First-Line Supervisors/Managers of Construction Trades and Extraction Workers	\$22.29	502	
			Structural Iron and Steel Workers	\$16.91		State License or Industry Recognized Credential
	4 Cosmetology	M	Hairdressers, Hairstylists, and Cosmetologists		322	Post-secondary vocational training
	5 Dental Assisting	M	Dental Hygienists	\$26.85	73	Associate degree
	6 Diesel Technology - Heavy Duty Diesel Mechanic	F	Bus and Truck Mechanics and Diesel Engine Specialists	\$17.60	160	Post-secondary vocational training
	7 e-Commerce	F	Cost Estimators	\$29.29	118	
			Industrial Production Managers	\$37.81	72	
			Transportation, Storage, and Distribution Managers	\$30.43	62	
	8 Electrician (Union) Apprentice	F	Electricians	\$15.91	319	State License or Industry Recognized Credential
			First-Line Supervisors/Managers of Construction Trades and Extraction Workers	\$22.29	502	
			Security and Fire Alarm Systems Installers	\$16.04		Post-secondary vocational training
	9 Maintenance Mechanic Apprentice	F	Coin, Vending, and Amusement Machine Servicers and Repairers	\$16.02		
	10 Nursing (Licensed Practical Nurse)	M	Licensed Practical and Licensed Vocational Nurses		163	Post-secondary vocational training
	11 Office Support Specialist	M	Insurance Claims and Policy Processing Clerks		104	
			Word Processors and Typists			
	12 Office Technology	M	Data Entry Keyers		79	
	13 Sheet Metal Worker (Union) Apprentice	F	Sheet Metal Workers	\$18.78	131	State License or Industry Recognized Credential

Institution	Program of Study (Pathway)	* Non Trad Gender	** Occupation Title	** Hourly Wage Mean (High-wage)	** Number of Annual Openings (High-demand)	** Skill Level (High-skill)
UCAT (License)						
	1	Electrician: Apprentice				
			Electrician: Apprentice			State License or Industry Recognized Credential
	2	Pharmacy Technician				
			Pharmacy Technician			State License or Industry Recognized Credential
	3	Plumber: Apprentice				
			Plumber: Apprentice			State License or Industry Recognized Credential

Institution	Program of Study (Pathway)	* Non Trad Gender	** Occupation Title	** Hourly Wage Mean (High-wage)	** Number of Annual Openings (High-demand)	** Skill Level (High-skill)
USU (1 Year Cert)						
	1 Ornamental Horticulture	F				
			First-Line Supervisors/Managers of Landscaping, Lawn Service, and Groundskeeping Workers	\$18.34	100	

Institution	Program of Study (Pathway)		* Non Trad Gender	** Occupation Title	** Hourly Wage Mean (High-wage)	** Number of Annual Openings (High-demand)	** Skill Level (High-skill)
USU (AAS)							
	1	Aircraft Maintenance Technician - Airframe	F				
				Aircraft Mechanics and Service Technicians	\$22.54	71	Post-secondary vocational training
	2	Ornamental Horticulture	F				
				First-Line Supervisors/Managers of Landscaping, Lawn Service, and Groundskeeping Workers	\$18.34	100	

Institution		Program of Study (Pathway)	* Non Trad Gender	** Occupation Title	** Hourly Wage Mean (High-wage)	** Number of Annual Openings (High-demand)	** Skill Level (High-skill)
USU (License)							
	1	State of Utah Commercial Pesticide Applicators					
				State of Utah Commercial Pesticide Applicators			State License or Industry Recognized Credential

Institution	Program of Study (Pathway)	* Non Trad Gender	** Occupation Title	** Hourly Wage Mean (High-wage)	** Number of Annual Openings (High-demand)	** Skill Level (High-skill)
UVSC (1 Year Cert)						
	1 Automotive Service Technology	F				
			Automotive Service Technicians and Mechanics	\$16.32	517	Post-secondary vocational training
	2 Automotive Technology	F				
			Automotive Service Technicians and Mechanics	\$16.32	517	Post-secondary vocational training
	3 Building Inspection Technology	F				
			Construction and Building Inspectors	\$20.26	51	State License or Industry Recognized Credential
			First-Line Supervisors/Managers of Construction Trades and Extraction Workers	\$22.29	502	
	4 Business	F				
			Cost Estimators	\$29.29	118	
			Industrial Production Managers	\$37.81	72	
			Transportation, Storage, and Distribution Managers	\$30.43	62	
	5 Cabinetry and Architectural Woodwork	F				
			Cabinetmakers and Bench Carpenters		163	
			Sawing Machine Setters, Operators, and Tenders, Wood			
	6 Collision Repair & Refinishing Technology	F				
			Automotive Body and Related Repairers	\$17.11	152	State License or Industry Recognized Credential
	7 Diesel Equipment Technology	F				
			Bus and Truck Mechanics and Diesel Engine Specialists	\$17.60	160	Post-secondary vocational training
	8 Diesel Mechanics Technology	F				
			Bus and Truck Mechanics and Diesel Engine Specialists	\$17.60	160	Post-secondary vocational training
	9 Firefighter Recruit Candidate	F				
			Fire Fighters		178	State License or Industry Recognized Credential
	10 Law Enforcement Academy	F				
			Detectives and Criminal Investigators	\$24.37		
			Police and Sheriff's Patrol Officers	\$18.68	249	State License or Industry Recognized Credential

Institution	Program of Study (Pathway)	* Non Trad Gender	** Occupation Title	** Hourly Wage Mean (High-wage)	** Number of Annual Openings (High-demand)	** Skill Level (High-skill)
UVSC (AAS)						
	1 Accounting	M				
			Billing and Posting Clerks and Machine Operators		154	
			Bookkeeping, Accounting, and Auditing Clerks		593	
			Payroll and Timekeeping Clerks		87	
	2 Air Conditioning and Refrigeration Technology	F				
			Heating, Air Conditioning, and Refrigeration Mechanics and Installers	\$17.48	109	State License or Industry Recognized Credential
	3 Automotive Technology	F				
			Automotive Service Technicians and Mechanics	\$16.32	517	Post-secondary vocational training
	4 Building Construction & Construction Management	F				
			Construction Laborers		450	
			First-Line Supervisors/Managers of Construction Trades and Extraction Workers	\$22.29	502	
			Structural Iron and Steel Workers	\$16.91		State License or Industry Recognized Credential
	5 Building Inspection Technology	F				
			Construction and Building Inspectors	\$20.26	51	State License or Industry Recognized Credential
			First-Line Supervisors/Managers of Construction Trades and Extraction Workers	\$22.29	502	
	6 Business Management	F				
			Cost Estimators	\$29.29	118	
			Industrial Production Managers	\$37.81	72	
			Transportation, Storage, and Distribution Managers	\$30.43	62	
	7 Cabinetmaking & Millwork	F				
			Cabinetmakers and Bench Carpenters		163	
			Sawing Machine Setters, Operators, and Tenders, Wood			

Institution	Program of Study (Pathway)	* Non Trad Gender	** Occupation Title	** Hourly Wage Mean (High-wage)	** Number of Annual Openings (High-demand)	** Skill Level (High-skill)
UVSC (AAS) (continued)						
	8 Collision Repair & Refinishing Technology	F				
			Automotive Body and Related Repairers	\$17.11	152	State License or Industry Recognized Credential
	9 Dental Hygiene	M				
			Dental Hygienists	\$26.85	73	Associate degree
	10 Diesel Equipment Technology	F				
			Bus and Truck Mechanics and Diesel Engine Specialists	\$17.60	160	Post-secondary vocational training
	11 Electrical Construction/Union	F				
			Electricians	\$15.91	319	State License or Industry Recognized Credential
			First-Line Supervisors/Managers of Construction Trades and Extraction Workers	\$22.29	502	
			Security and Fire Alarm Systems Installers	\$16.04		Post-secondary vocational training
	12 Environmental Technology	F				
			Water and Liquid Waste Treatment Plant and System Operators	\$18.63		
	13 Fire Science	F				
			Fire Fighters		178	State License or Industry Recognized Credential
	14 Lineman Meter Apprentice	F				
			Electrical Power-Line Installers and Repairers	\$23.41		State License or Industry Recognized Credential
			First-Line Supervisors/Managers of Construction Trades and Extraction Workers	\$22.29	502	
	15 Lineman Technology	F				
			Electrical Power-Line Installers and Repairers	\$23.41		State License or Industry Recognized Credential
			First-Line Supervisors/Managers of Construction Trades and Extraction Workers	\$22.29	502	
	16 Paralegal/Legal Assistant	M				
			Paralegals and Legal Assistants	\$18.96	96	Associate degree

Institution		Program of Study (Pathway)	* Non Trad Gender	** Occupation Title	** Hourly Wage Mean (High-wage)	** Number of Annual Openings (High-demand)	** Skill Level (High-skill)
UVSC (License)							
	1	Construction: Contractor					
				Construction: Contractor			State License or Industry Recognized Credential
	2	Construction: Residential Contractors Licensing					
				Construction: Residential Contractors Licensing			State License or Industry Recognized Credential
	3	Dental Hygienist					
				Dental Hygienist			State License or Industry Recognized Credential
	4	Electrical: Residential Journeyman					
				Electrical: Residential Journeyman			State License or Industry Recognized Credential
	5	Nursing: Licensed Practical Nurse (L.P.N.)					
				Nursing: Licensed Practical Nurse (L.P.N.)			State License or Industry Recognized Credential
	6	Plumber: Residential Journeyman					
				Plumber: Residential Journeyman			State License or Industry Recognized Credential
	7	Real Estate					
				Real Estate			State License or Industry Recognized Credential

Institution		Program of Study (Pathway)	* Non Trad Gender	** Occupation Title	** Hourly Wage Mean (High-wage)	** Number of Annual Openings (High-demand)	** Skill Level (High-skill)
WSU (1 Year Cert)							
	1	Chemical Technician	F	Chemical Equipment Operators and Tenders	\$16.68		
	2	Healthcare Coding and Classification	M	Medical Records and Health Information Technicians		158	Associate degree
	3	Nursing	M	Licensed Practical and Licensed Vocational Nurses		163	Post-secondary vocational training

Institution	Program of Study (Pathway)	* Non Trad Gender	** Occupation Title	** Hourly Wage Mean (High-wage)	** Number of Annual Openings (High-demand)	** Skill Level (High-skill)
WSU (AAS)						
	1 Automotive Service Technology	F				
			Automotive Service Technicians and Mechanics	\$16.32	517	Post-secondary vocational training
	2 Automotive Service Technology - Heavy Duty Truck option	F				
			Bus and Truck Mechanics and Diesel Engine Specialists	\$17.60	160	Post-secondary vocational training
	3 Business Systems Technologies	F				
			Cost Estimators	\$29.29	118	
			Industrial Production Managers	\$37.81	72	
			Transportation, Storage, and Distribution Managers	\$30.43	62	
	4 Chemical Technician	F				
			Chemical Equipment Operators and Tenders	\$16.68		
	5 Construction Management Technology	F				
			First-Line Supervisors/Managers of Construction Trades and Extraction Workers	\$22.29	502	
	6 Health Information Technology	M				
			Medical Records and Health Information Technicians		158	Associate degree
	7 Nursing	M				
			Registered Nurses	\$24.80	1148	Associate degree

Institution	Program of Study (Pathway)	* Non Trad Gender	** Occupation Title	** Hourly Wage Mean (High-wage)	** Number of Annual Openings (High-demand)	** Skill Level (High-skill)
WSU (License)						
	1 Dental Hygienist		Dental Hygienist			State License or Industry Recognized Credential
	2 Nursing: Certified Nurse Assistant (CNA)		Nursing: Certified Nurse Assistant (CNA)			State License or Industry Recognized Credential
	3 Nursing: Licensed Practical Nurse (L.P.N..)		Nursing: Licensed Practical Nurse (L.P.N..)			State License or Industry Recognized Credential
* Nontraditional (male and female) designations based on U.S. Office of Vocational & Adult Education (OVAE) crosswalk tables using data from Bureau of Labor Statistics (BLS), 2005.						
** High-wage, high-demand, high-skill designations based on Utah Department of Workforce Services 2004-2014 statewide occupational projections.						

Attachment IV

Perkins Regional Pathway Implementation Plan (RPIP) Template Recipient Institution or LEA:

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SECTION 01: REGIONAL PATHWAY IMPLEMENTATION PLAN

Each of the eight Career and Technical Education Pathway Coordination Regions, consisting of secondary and post secondary eligible recipients, will hire, oversee, and give guidance to at least a half time Regional Pathway Coordinator. Funds will be awarded to a designated eligible recipient for the region based upon submission of a Regional Pathway Implementation Plan which meets the criteria outlined below. The region will determine the Fiscal Agent for the project, which must be identified in this plan, and is responsible for direct supervision of the Pathway coordination, receipt and expenditure of funds, and implementation of the plan. The CTE Director for the Fiscal Agent must sign and date the plan.

(1) Fiscal Agent Coordination

Each region must designate a fiscal agent to be the eligible recipient for the Regional Pathway Implementation project:

Name of Fiscal Agent:

Name of CTE Director:

A. Describe the process for selecting a Fiscal Agent

Same as last year? N/A

New Narrative:

B. List each Perkins eligible recipient in your region and describe their level of support for the plan

Same as last year? N/A

New Narrative:

(2) CTE Pathway Implementation Coordinator

Describe how the region will use the funds received under this section for a Pathway Coordinator

A. Process for employing at least a half time person including salary, benefits and travel.

Same as last year? N/A

New Narrative:

B. Process for oversight, management, supervision of Pathway Coordinator at the regional level.

Same as last year? N/A

New Narrative:

(3) CTE Programs of Study

Describe how the CTE Pathway Implementation will be implemented at all High Schools and Colleges:

1. How will the Regional Pathway Coordinator encourage High Schools to offer CTE Program of Study?
2. How will the Regional Pathways Coordinator provide technical assistance to the High Schools and Colleges in the region?
3. How will the Pathway Implementation be linked between secondary and post secondary programs of study (majors)?

CTE Programs of Study Narrative:

Same as last year? N/A

New Narrative:

(4) Regional Articulation Agreements

Explain how the region will develop and implement regional, district, and high school articulation agreements in each of the following areas:

1. Converting 2+2 Tech Prep agreements to regional pathway articulation agreements.
2. Applying regional agreements to individual High Schools and Colleges.
3. Eliminating duplicate CTE course requirements between secondary and post secondary.
4. Arranging concurrent enrollment opportunities.
5. Developing new regional/district articulation maps.
6. Coordinating with the local work-based learning coordinators

Regional Articulation Agreements Narrative:

Same as last year? N/A

New Narrative:

(5) Marketing and Training Materials

Describe how the Pathway Implementation program will develop marketing and training materials that help students, teachers, counselors, and parents understand the benefits of CTE Pathways.

Marketing and Training Materials Narrative::

Same as last year? N/A

New Narrative:

(6) Professional Development and Technical Assistance

Explain how the Pathway Implementation program will help provide training and technical assistance to High School Students, Counselors, Teachers, and Administrators. As responses to this section are prepared, address each of the following:

1. Each region must hold a least one regional Pathway Conference or Professional Development event each year.
2. How the Pathway Coordinator will provide technical assistance to the High Schools and Colleges in the region.
3. The Pathway Coordinator is responsible for preparing agendas, training materials, brochures, etc. for the region.

Professional Development and Technical Assistance Narrative:

Same as last year? N/A

New Narrative:

(7) State and Regional Pathway Meetings

Describe how funds from this grant will support your regional Pathway Coordinator in attending State Quarterly Pathway Meetings and regional and district level Pathway Meetings and Conferences:

State and Regional Pathway Meetings Narrative:

Same as last year? N/A

New Narrative:

(8) Other

Describe any other Career Pathway goals, activities, etc. planned for your region.

Other Narrative:

Same as last year? N/A

New Narrative:

SECTION 02: ALLOCATIONS AND BUDGET

Allocation Tables – view on the Website or download

Budget Form - (link) download then upload

Reimbursement Form – link to USOE <http://www.usoe.k12.ut.us/sars/fiscal/reimbfrm.xls>

Other Budget Resources (Indirect Costs, etc.) – link for indirect cost rates for districts

[http://www.schools.utah.gov/FY05/FY05Actuals/\[AFT_0501.XLS\]K'!K-NR_INST](http://www.schools.utah.gov/FY05/FY05Actuals/[AFT_0501.XLS]K'!K-NR_INST)

SECTION 03: ASSURANCES

(See OnTrack's Task 3 to download eligibility spreadsheet and upload.)

(1) Assurance – Eligibility for Reserve Funds

Pathway Coordinators are funded with Reserve Funds under Section 112(c). The activities provided in this project must serve 1) rural areas; 2) areas with high percentages of CTE students; and 3) areas with high numbers of CTE students.

As the duly authorized representative of the application, I hereby certify that the application will comply with:

Reserve Eligibility Assurances

- ☐ Yes, I do so certify.
☐ No, I do not so certify.

If unable to comply, please explain:

(2) Assurance – Region Support

You must provide assurance that a majority of Perkins eligible recipients in your region, including the designated Fiscal Agent, approve this plan.

As the duly authorized representative of the application, I hereby certify that the application will comply with:

Region Support Assurances

- ☐ Yes, I do so certify.
☐ No, I do not so certify.

If unable to comply, please explain:

SECTION 04: CERTIFICATION

By entering the following information and uploading this document, the CTE Director, as the duly authorized representative of the recipient, certifies that the recipient will comply with the above certifications, and that all other information provided in this document is accurate.

NAME OF RECIPIENT

PROJECT NAME

NAME AND TITLE OF CTE DIRECTOR

DATE

Attachment V

CERTIFICATION REGARDING LOBBYING

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants and contracts under grants and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

Attachment VI

OMB Approval No. 0348-0040

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
10. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE	
APPLICANT ORGANIZATION		DATE SUBMITTED

